



Reflections on 30 Years of Learning

A Portfolio of Learning submitted for
prior learning assessment and recognition

Towards credit in the
Bachelor of Professional Arts
Communication Studies Major

Athabasca University
Athabasca, Alberta

By
Gabrielle Harvey
Student number: 0246810

How this program-based portfolio example is set up and how to read it

With permission of the student-author, we have tailored this portfolio for use as an example of a program-based portfolio. All names and identifying places have been redacted. Redactions done with [REDACTED] markings follow the method of redaction CLA recommends learners use in their own PLAR portfolio. For this example portfolio, identifying information that would not normally be redacted from a learner's portfolio has been replaced with "xx" notations to respect the writer's confidentiality.

For ease of movement in this pdf please select the bookmark 'flag' located in the navigation pane (left hand column or top banner). You can move directly to each element of the portfolio by clicking on its bookmark.

This portfolio addresses the outcomes for the Bachelor of Professional Arts – Communication Studies program. This model is applicable to all programs that require program-based portfolio submissions.

What we provide is an example of a good program-based portfolio that was thoroughly and meticulously prepared. Only a fraction of the original portfolio supporting documents are displayed. This portfolio example may not adhere to current submission standards.

The student was successful in gaining PLAR credit at the time of the original submission. The nature of the PLAR award cannot be disclosed.

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PORTFOLIO DECLARATION PAGE

Name: Gabrielle Harvey Student ID: 0246810

Address: 1234 – 567 Street Telephone: (xxx) xxx-xxxx

Canadian City, Province Fax: (xxx) xxx-xxxx

Postal Code

E-mail: gabrielle.harvey@xxxxxx.ca

A submission for the awarding of credit through
Prior Learning Assessment and Recognition (PLAR)

for Bachelor of Professional Arts – Communication Studies Major

Athabasca University
1 University Drive
Athabasca AB T9S 3A3

I attest that the enclosed portfolio materials are correct and have been completed by myself. I attest that I am the person named in this application and in the portfolio materials unless otherwise signified.

April 20, 2012
Date

Gabrielle Harvey
Signature

Athabasca University DegreeWorks

Student View xxxxxxxxxx as of 05/06/2010 at 10:39

| | | | |
|--------------------|-------------------------|--|-----------------------|
| Student | Harvey, Gabrielle | Program | BPA |
| ID | 0246810 | Major/Concentration/Designation | Communication Studies |
| Stage | 5 - Evaluation Complete | Minor | |
| Overall GPA | 0 | | |

Legend

| | | | | | | | |
|-------------------------------------|--------------|--------------------------|---|------|----------------------|----|-------------------------|
| <input checked="" type="checkbox"/> | Complete | <input type="checkbox"/> | Complete except for classes in-progress | (TR) | Transfer Class | * | Course has Prerequisite |
| <input type="checkbox"/> | Not Complete | <input type="checkbox"/> | Nearly complete | @ | Any Course/Any Level | IP | In Progress |

| | | |
|---|-----------------------|-----------------------|
| <input type="checkbox"/> Bachelor of Professional Arts | Academic Term: 200910 | Credits Required: 120 |
| | | Credits Applied: 63 |

Unmet conditions for this set of requirements:

120 credits are required. You currently have 63, you still need 57 more credits.

A minimum of 30 credits must be obtained through Athabasca University. Courses completed as Challenge beginning January 2012 are not included in residency. You currently have 0, but need 30 more residency credits.

A minimum of 48 credits must be completed at the 300/400 level. You currently have 0, you still need 48 more credits.

A minimum of 18 credits must be completed at the 400 level. You currently have 0, you still need 18 more credits.

| | | | | | |
|-------------------------------------|-------------------------|----------------------|--|----|-----------------|
| <input checked="" type="checkbox"/> | 60 Enrolment Credits | BLCK XXX | Block Transfer Credit | TR | 060.000Jan 2007 |
| | | Satisfied by | Advertising & Public Relations Diploma - Local College | | |
| <input type="checkbox"/> | Application to Graduate | Still Needed: | See Student Application to Graduate section | | |

| | | |
|---|-----------------------|--|
| <input type="checkbox"/> Student Application to Graduate | Academic Term: 201403 | |
|---|-----------------------|--|

| | | | |
|--------------------------|---------------------------------|----------------------|--------------------------------------|
| <input type="checkbox"/> | Application for Graduation Form | Still Needed: | Application for Graduation form link |
|--------------------------|---------------------------------|----------------------|--------------------------------------|

| | | |
|--|-----------------------|----------------------|
| <input type="checkbox"/> Major in Communication Studies | Academic Term: 201403 | Credits Required: 60 |
| | | Credits Applied: 3 |

Unmet conditions for this set of requirements:

60 credits are required. You currently have 3, you still need 57 more credits.

A minimum of 48 credits must be completed at the 300/400 level. You currently have 0, you still need 48 more credits.

A minimum of 12 credits must be completed at the 400 level within the Required Major Courses. You currently have 0, you still need 12 more credits.

| | | | |
|--------------------------|--------------------------------|----------------------|---|
| <input type="checkbox"/> | BPA COMMON CORE COURSES | | |
| <input type="checkbox"/> | English Literature | Still Needed: | 3 Credits in ADMN 233 or ENGL 211 or 255 or 200:299 |
| <input type="checkbox"/> | Critical Thinking | Still Needed: | 3 Credits in PHIL 231 or 252 |
| <input type="checkbox"/> | Professional Ethics | Still Needed: | 3 Credits in CMNS 455* or CRJS 490 or EDUC 404 or PHIL 333 or 371 |
| <input type="checkbox"/> | Research Methods or Statistics | Still Needed: | 3 Credits in CMNS 308 or 333 or HADM 499 or HSRV 499 or MATH 215 or 216 or MGSC 301 or PSYC 304* or SOSC 366 |

| | | | |
|--------------------------|-----------------------------------|--------------------------|--|
| <input type="checkbox"/> | REQUIRED MAJOR COURSES | | |
| <input type="checkbox"/> | Communication Theory and Analysis | Still Needed: | 3 Credits in CMNS 301 |
| <input type="checkbox"/> | Communication in History | Still Needed: | 3 Credits in CMNS 302 |
| <input type="checkbox"/> | Cultural Policy in Canada | Still Needed: | 3 Credits in CMNS 401* |
| <input type="checkbox"/> | Additional Major Courses | Still Needed: | 9 Credits in CMNS 201 or 202 or 308 or 311 or 321 or 358 or 370* or 371* or 380 or 385* or 402 or 333* or 420 or 421 or 423 or 425 or 444 or 445 or 450* or 451* or 455* or 200:499 or POEC 302 or 393 or POLI 291 or 309 or SOCI 378 or 435* or SOSC 366 |
| <input type="checkbox"/> | 400 Level Major Courses | Still Needed: | 12 Credits in CMNS 402 or 420 or 421 or 423 or 425 or 444 or 445 or 450* or 451* or 455* or 400:499 or SOCI 435* |
| <input type="checkbox"/> | OPTION COURSES | ADMN 2XX Satisfied by | Unspecified Transfer Credit TR 003.000Jun 2008 FUND101 - Local College |
| <input type="checkbox"/> | 18 CREDITS OF 400 LEVEL | Still Needed: | 18 credits from any discipline are required. You currently have 3, you still need 15 more credits. A maximum of 3 credits are allowed at the junior level. |
| <input type="checkbox"/> | Overall Degree Requirement | Still Needed: | 18 Credits in @ 400:499 |

| Fallthrough Courses | | Credits Applied: 0 | Classes Applied: 5 |
|----------------------|--------------------------|--------------------|--------------------|
| ** | Not University Level | TR | 000.000 Jun 2008 |
| Satisfied by: | REMNCRSE - Local College | | |
| CMNS 1XX | Extra to Degree | TR | 000.000 Jun 2008 |
| Satisfied by: | FUND120 - Local College | | |
| HRMT 2XX | Extra to Degree | TR | 000.000 Jun 2008 |
| Satisfied by: | FUND150 - Local College | | |
| PSYC 228 | Do Not Register | TR | 000.000 Jan 2007 |
| Satisfied by: | RECRLEIS - Local College | | |
| PSYC 323 | Do Not Register | TR | 000.000 Jan 2007 |
| Satisfied by: | RECRLEIS - Local College | | |

Disclaimer

You are encouraged to use this degree audit report as a guide when planning your progress toward completion of the above requirements. This audit is not your academic transcript and it is not official notification of completion of program requirements. [Advising Services](#) can provide you with assistance in interpreting this report or help you to determine your eligibility to graduate. Please contact [Enrolment Services](#) to obtain a copy of your official transcript.

Revisions would be required to align with current PLAR standards.
See [Resume example 1](#).

Gabrielle Harvey

Telephone: xxx-xxx-xxxx

gabrielle.harvey@xxxxxx.ca

Core Competencies and Expertise

Highly self-motivated, strategic 'big picture' thinker, effective leader able to create high performance teams, innovative problem solver, able to adapt to changing priorities quickly, expertise in: social marketing, public engagement, writing for various audiences, project management, public relations, media relations, issues management, change leadership

Employment Experience

199x to present

Director of Strategic Planning and Community Relations

Canadian City Environmental Management Branch

Responsibilities include:

- Manage and lead the community relations section comprised of 25 employees
- Lead and coordinate annual and long-term strategic plans for the Canadian City's environmental management system
- Lead an issues management program – identify emerging issues, develop strategies, coach senior managers and act as spokesperson
- Develop and oversee public education, community relations and volunteer programs using the multiple functions and disciplines of community-based social marketing
- Establish and maintain positive relationships with key stakeholders including media, school systems, environmental organizations, private sector partners and other orders of government
- Develop school programs and resources to engage teachers and students in waste reduction learning
- Manage an annual budget of \$2.3 million and develop the long range and annual budget requirements of the section

Noteworthy achievements/awards:

- Provincial Award in 200x for environmental education programs
- Gold award from North American Environmental Association for Project C recycling program, which achieved a 77% participation rate in its first year
- Developed and delivered workshops on community-based environmental planning in Asia for 4 weeks at the invitation of the Federation of Canadian Municipalities

- Achieved some of North America's highest municipal participation rates in recycling, composting, grasscycling and other sustainable waste practices
- Canadian New Media Award, for the creation of an interactive website and educational package about Canadian City's world renowned waste system

198x to 199x

Self-employed (sample projects)

- Managed a \$250,000 image library project for Provincial Tourism, including recruitment of photographers, liaison with tourism zones and overall project management over nine months
- Guest editor, regular contributor and marketing manager for provincial environment magazine
- Developed communications strategy and action plan to launch community-based policing in Canadian City
- Developed communications strategies, wrote speeches and media backgrounders for a Canadian Economic Diversification region
- Various writing contracts, including magazine feature writing, speeches for provincial government ministers, film scripts and media backgrounders
- Developed an award-winning multi-media family violence campaign for Provincial Justice
- Conducted publications audit and focus group interviews and developed communications strategy for a government agency
- Developed a multi-media social marketing program for the Canadian City's Environmental Management branch including sponsorship programs, media relations strategies, cross-promotions and advertising to entice citizens to reduce their waste
- Developed media relations strategies and advertising campaigns for the municipal chapter of a national environmental society and worldwide environmental publication

198x – 198x

Senior Projects Officer, Provincial Government Department

- Provincial Tourism: provided direction to advertising agencies and managed the production of all tourism literature and promotions for international and domestic markets
- Developed communications strategies for 'Company Travel' promotions, including multi-media advertising, direct mail, video production and trade show exhibits
- Coordinated the production and promotions for an interpretive pre-Olympics 60' exhibit trailer that toured the U.S. for 18 months
- Provincial Labour: counseled senior management and the minister on effective public relations strategies including issues management
- Established effective media relations during high profile labour disputes
- Provincial Manpower: provided direction to advertising agencies to coordinate multi-media campaigns for job creation programs and career development services
- Developed concepts and coordinated a wide variety of career planning publications and audio-visuals including two award-winning dramatic films

Education

201x – Enrolled in Athabasca University, Bachelor of Professional Arts program

198x – Management Development, Local University, 5 courses

198x – Diploma, Advertising and Public Relations, Local College

198x – 201x – a wide variety of leadership courses and conferences

Member of IABC

Additional Languages

Italian (basic)

Volunteer work/interests

Long-term volunteer with a national environmental society, Local College Mountain Club, Canadian City Jazz Society; interests include competitive cross-country skiing, mountaineering, travel

Autobiographical Essay/Personal Narrative

My name is Gabrielle Harvey. Born in Europe, I eventually learned English in Canada from my playmates and spoke English fluently when I started school. I had a best friend throughout my elementary school years and we competed for top marks. My school principal, who also taught us French and English, came to visit me and my parents once at our home. I remember him telling my parents that he thought I had great potential. Although I never knew what inspired that home visit, I think it may have been out of a genuine concern for me. I suspect he was curious about why such a bright student was so shy.

I remained shy throughout my school years, partly because of my introspective nature and partly due to my parents' old school beliefs that a quiet, unobtrusive child was a good child. My parents faced several challenges in their lives and I became fiercely independent, not wanting to add to their burdens. Other than a few rebellious teenage years, I was a studious and responsible child.

I had a part-time job early on and continued working part time throughout junior and senior high school for the spending money and was often praised for my conscientious work attitude. I organized local fundraising events for my sister's schools and skied at the local ski club, but I also frittered away many teenage hours with a few close friends.

In high school I had a strong aptitude for language and I enjoyed writing short stories in my spare time. My career ideas included working as an interpreter or writing for a

national magazine. After graduating from high school, I chose to work full time for one year as I hadn't yet decided what exactly I wanted to study. I found a job with a fledgling newspaper, (the Record) and absolutely loved it. I enjoyed the daily deadlines, the excitement of creating a new product each day and the colourful personalities in the news room. It was there that I decided I wanted to be an advertising copywriter.

I learned that a local college offered a 2-year diploma program in advertising and public relations. But before starting the program, I convinced a friend I had met at the Record to travel through Europe with me. As a child I had often visited relatives in Europe and I wanted to explore more of Europe on my own. We spent three months spontaneously traveling to various countries and meeting fellow travelers from throughout the world. It was a wonderful experience that laid the foundation for a life-long friendship with my new friend.

I enjoyed the intensity of the studies and the high volume of writing in my college program and obtained a full time position with a Public Affairs department immediately after graduating, where I was the youngest project officer.

Shortly after starting my full time job, I enrolled in the management certificate program at a local university. After two years of intense studying every night, I found myself with too much time on my hands. Working full time seemed almost too easy.

For most of my seven years with the government, I was fortunate to have a mentor and supervisor who was highly skilled and who worked closely with me to hone my writing and public relations skills. I quickly advanced to a senior position and was seconded to

several different departments. I thoroughly enjoyed the creative aspects of the work such as producing print and film resources for the career services department, and the international marketing work for the tourism department. My mentor also praised me for my ability to quickly establish working relationships with my clients that were based on trust, a critical skill in providing communications counsel.

During this early part of my career, I met and married my husband, and left my job to start a company with him. Harvey & Associates provided public relations consulting, writing/editing, photography and audio-visual production services. Our offices were located in an industrial area downtown and our business flourished with one full time employee and other staff hired as needed. My contracts were primarily with the three levels of government, but over time I acquired work with non-profit environmental organizations because of my passion for the environment. I balanced the government work, which included speech writing and communications planning, with other work such as writing for magazines and producing campaigns for national non-profit societies.

Shortly after starting my own business I had two children. Working for myself enabled me to work part time and to take on the types of contracts that suited me. It was during my 30s that I also started my personal development to explore my true potential. I knew that to succeed in my career, I would need to become more comfortable with public speaking and verbal persuasive communications. Through various workshops and reading, I developed my self-confidence and my self identity. I gradually came to recognize and appreciate my value and my unique gifts, which included my passion for

the environment, my somewhat introspective nature, and my ability to think through complex issues and communicate them clearly.

After 10 years of successful self employment, I decided to again work in a team environment for an organization. I obtained a position as the manager of Community Relations in a government branch. My organization's innovative approach to sustainable management aligned with my interest in the environment. The move from self-employment to managing a large group of employees was a dramatic change but I was ready for the challenge. The staff I inherited was, for the most part, a dedicated group of people and my management style seemed to suit them. I built a strong team environment, enabling each person to apply their strengths to achieve our section's goals. Since joining the branch, the community relations section has grown in size and most of the original staff members are still there.

I enjoy working in local government where results are highly measurable. My team employs the techniques of community based social marketing to influence behavior. We have won several awards for our work.

My work has been highly rewarding. Our leadership in environmental issues is renowned and in 200x I had the opportunity to work abroad, leading workshops and assisting a team teaching municipal and community leaders about community engagement. I have spoken at several North American and international conferences on environmental issues and how we use social marketing to engage our residents.

In 200x, I was selected to undergo a comprehensive assessment of my abilities and potential advancement to a senior management position. The assessment included interviews with my colleagues, staff, manager and co-workers, in-depth interviews with me and various exams. My various strengths were identified including my abilities as a decisive decision-maker, my highly self-starting, conscientious work approach, my participative approach and fairness with staff, my good communication skills and my organizational savvy. Areas for further development included strategic thinking and financial analysis, strengthening my coaching skills and building my delegation skills.

Having worked in the same position for a decade now, I'm contemplating which direction I want to steer my career for the remaining 10 to 15 years. While I could quite easily remain in my current job until retirement, I feel a need to challenge myself yet again and to fulfill my unrealized goal of obtaining a university degree. Even though I have a vast amount of knowledge and practical experience in my field, some organizations are insistent on a university degree and this could impede my ability to advance to a more senior position.

For many years I have thought about furthering my education, but raising a family and working full time made it impossible. Now, at middle age, the challenge is still daunting but my stage of life makes it more achievable. My children are now young adults and next year both will be in university. This affords me the time I need to pursue a degree.

I believe I made a wise decision at 20 when I chose my career path. My success working in public relations and community relations is directly related to my talents and has

enabled me to choose fields that align with my interests and values. My commitment to my personal development has enabled me to grow as a manager, a leader and even a public speaker. I'm proud of my growth over the years, and I'm grateful for all the wonderful opportunities I've had. I have always been persistent and determined to achieve my goals. Completing a degree is one of the goals that I'm determined to achieve.

Gabrielle Harvey ID 0246810

Critical Incident Learning Essay

Note: The length and focus of this example does not adhere to current requirements. See the [PLAR handbook](#) (page 19) for a current example.

My first career job after graduating from college was with a provincial department. On my second day in this position, I attended the annual meeting for all staff. I was sitting with my new boss and surrounded by about 60 people, many of them veteran public relations practitioners. I was the youngest person in the room and the newest to the department. When I heard that we would all be introducing ourselves and saying a few words about ourselves, I was horrified. I remember sitting, waiting my turn, rehearsing what I would say and becoming more anxious by the minute. I don't remember how I came across but I know I kept it very brief and I was probably red-faced.

It was something of a contradiction for me, who was always shy, to be working in a field that seemed to attract a higher than average number of highly extroverted people. Over the years, my learning related to why I was shy, how I could overcome it and the inherent related benefits are some of the most important learnings of my career and my life.

By about the age of 30, I realized that my introverted nature could impede my career in the long run. Although I was extremely successful in my position with the department, rising from an entry level position to a senior position in four years, I still lacked

confidence when asked to speak to groups such as management meetings. I was frustrated that my nervousness hadn't abated as I achieved career success.

My search for answers led me on a journey that included some intense workshops, five years with a women's support group, much reading and a long period of learning and personal growth. It was through this personal growth that I learned that my shyness was caused by a lack of self-esteem which I had the power to build, and my introspective nature was part of my personality and comes with certain benefits.

One of the benefits that most directly relates to my career is the ability to synthesize vast amounts of information into clear and concise statements, an ability that is extremely useful in my area of work. My first position with the department was in the area of education. I worked closely with its director of Career Services, producing resources for both youth and adults. I particularly enjoyed working on films, where I was the executive director, overseeing all aspects of the film production. The government at that time was encouraging entrepreneurialism and we created a half-hour television drama for high school students. I was asked by my manager to show the film to the Minister, for his approval.

I was extremely nervous about presenting our somewhat unusual approach to informing students of starting a business as a career option. After I introduced the film and we watched it, the Minister approved it and my client pulled me aside to tell me that she

thought I had done an excellent job of preparing the Minister and presenting a very persuasive rationale for our approach. I was surprised by her feedback because I thought my comments were unexceptional.

Over the years, I've received similar feedback, revealing to me that my analytical abilities are extremely beneficial and that my ability to capture the essence of a project or idea is not entirely common. I had a similar experience re-writing a series of booklets for a government agency when I was self-employed. I didn't understand much of the content, which was largely taken from the legislation. After interviewing several people, I wrote the booklets in plain language and was concerned my client might reject my simplistic approach. The client accepted the rewrite and the series won a communication award from the pensions industry. I learned to trust that my ability to clearly explain technical and complex information was a unique talent and that I did belong in the communications industry. I also learned that my natural tendency to listen carefully and gather information before speaking or writing is highly beneficial in the work I do. And I learned that most people love to share what they know and by simply asking the right questions, I could learn a great deal about almost any subject matter.

Note: The support alignment within this example does not adhere to current requirements. See the [Program-based learning summary example](#) on our website for a current example.

| 1. Ability to work in teams | | | |
|---|--|---|---|
| Learning Criteria | Learning Statements | Origin of Learning | Supporting Documentation |
| Ability to conceptualize, organize & actualize teams in a creative, flexible manner | Recommend the positions needed in the community relations section for the upcoming year by assessing the branch vision, goals and strategic plan, and identifying the skills and talent needed in my section to achieve those goals. | Canadian City Environmental Management Branch 199X - present | Tab #5 Letter Steve Kuric |
| | Share the branch vision and goals with the team in a formal annual planning meeting and informally through staff meetings and conversations to ensure that all team members understand the bigger picture and the team's role in contributing to the organizational goals. | Canadian City Environmental Management Branch 199X - present | Tab #7 Summary of strategic planning sessions |
| | Link each team member's annual objectives and work plan to the section vision and goals to ensure that team members understand what is expected of them and how their work contributes to the team goals so that they feel a high level of job | Canadian City Environmental Management Branch 199X - present | Tab #8 Staff email re: objectives |

BPA CMNS (Program)

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| | satisfaction and commitment to the team. | | |
| | Lead monthly update meetings where each person shares what they are working on and what they might need help with, in order to ensure that all members are working toward a common goal and I can clarify or refine roles when needed. | Canadian City Environmental Management Branch 199X - present | Tab #9 Section meeting minutes |
| | Build understanding of my team's vision and annual plan among managers and key staff in other operational areas, to ensure that we support each other, and everyone is collaborating based on a mutual understanding of and respect for each other's teams. | Canadian City Environmental Management Branch 199X - present | Tab #5 Letter Steve Kuric |
| | Identify potential synergies and efficiencies between my team and teams in other operational areas by paying attention to the work of other teams and assessing how and when it makes sense to collaborate more closely. | Canadian City Environmental Management Branch 199X - present | Tab #5 Letter Steve Kuric |
| | Determine when to create a team for a project by assessing the importance of the project or problem to the organization, whether input is needed from more than one person to make the best decisions, whether a creative or innovative solution is | Canadian City Environmental Management Branch 199X - present | Tab #5 Letter Steve Kuric |

BPA CMNS (Program)

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| | needed, and if buy-in is needed from several areas. | | |
| | For teams within my section, select the team members who have the skills and motivation needed to successfully complete the project and assign a team leader who can lead the team. | Canadian City Environmental Management Branch 199X - present | Tab #10 Open house team work plan |
| | Clarify the role of the team to the leader by clearly describing the problem or opportunity, and providing clear objectives, timelines and budgets so that the leader has the information needed to effectively lead the group. | Canadian City Environmental Management Branch 199X - present | Tab #5 Letter Steve Kuric |
| | Identify the people and groups that are interested in the team's work who may want to contribute and determine how to involve them to ensure that others not on the team feel valued and able to contribute and to ensure that all those who may have valuable input are heard. | Canadian City Environmental Management Branch 199X - present | Tab #5 Letter Steve Kuric |
| | Foster teamwork among different sections by making sure that teams who need to work together understand each others' roles, by bringing the teams together to discuss issues, and facilitating open and respectful discussions. | Canadian City Environmental Management Branch 199X - present | Not included in this sample |

BPA CMNS (Program)

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| | <p>Invite ideas and input from team members by communicating clearly my expectation that all new ideas are welcome, and that the team will build on each other's ideas rather than criticizing, when the purpose is to generate creative new ideas.</p> | <p>Canadian City Environmental Management Branch 199X - present</p> | <p>Tab #5 Letter Steve Kuric</p> |
| | <p>Encourage team members to value each other by being a positive role model and listening attentively to members' ideas and thanking them for their input, and giving feedback to team members about their value to the team and by addressing any signs of team members not respecting others' input.</p> | <p>Canadian City Environmental Management Branch 199X - present</p> | <p>Tab #6 Letter Lyle Pillay</p> |
| | <p>Recognize and credit the team for their work by acknowledging each member's contributions both verbally and in written form when possible to ensure that each member feels valued for their unique contribution and thereby has a higher level of job satisfaction and willingness to participate in future teams.</p> | <p>Canadian City Environmental Management Branch 199X - present</p> | <p>Not included in this sample</p> |
| | <p>Celebrate team accomplishments by making accomplishments visible to others in the organization, organizing special recognition events and rewarding team performance so that all staff can</p> | <p>Canadian City Environmental Management Branch 199X - present</p> | <p>Not included in this sample</p> |

BPA CMNS (Program)

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| | see that teamwork is valued and staff are motivated to continue working as a team. | | |
| | Guide teams through conflicts or confusion by assessing the source of the problem, listening to team members, helping the team to work through differences by facilitating discussions and clarifying priorities, roles or expectations if needed. | Canadian City Environmental Management Branch 199X - present | Not included in this sample |
| | Build on a team’s success by expressing appreciation for the work being done, providing specific feedback about the positive work I see, and providing additional challenges if the group needs them, in order to help the team learn what is working well and stay motivated to continue their high performance. | Canadian City Environmental Management Branch 199X - present | Not included in this sample |
| 2. Ability to plan and execute projects | | | |
| Learning Criteria | Learning Statements | Origin of Learning | Supporting Documentation |
| Creative identification & problem solution; ability to alter plans or tasks at will no matter what circumstances might occur | Identify problems that require project management and prioritize projects by applying prioritization criteria such as: advance Branch goals, increase customer satisfaction, maximize citizen support and achieve with existing resources. | Canadian City Environmental Management Branch 199X - present | Tab #5 Letter Steve Kuric |

BPA CMNS (Program)

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| | <p>Identify the business need for a project and uncover the real issues at the core of the project by assessing what caused people to see it as a problem and what the real purpose of the project is, to ensure that the project is aligned with the organization's objectives.</p> | <p>Self-employment – client City Police Service 199X – 199X</p> | <p>Tab #11 Community policing communications plan</p> |
| | <p>Develop options for addressing the problem by leading a brainstorming session with the project team and asking questions such as how many different ways can we solve this problem, and encouraging creative thinking by not dismissing any ideas during the brainstorming.</p> | <p>Canadian City Environmental Management Branch 199X - present</p> | <p>Tab #7 Summary of Strategic Planning sessions</p> |
| | <p>Define objectives for the project that are SMART: specific, measurable, action oriented, realistic and time limited, and aligned with the organization's objectives to ensure that team members understand how the project fits with the large goals and everyone is working towards the same goals.</p> | <p>Self-employment – client City Police Service 199X – 199X</p> | <p>Tab #11 Community policing communications plan</p> |
| | <p>Balance the competing demands of the project by considering the tradeoffs between quality, time, and cost and recognizing that adjustments to one will affect the other, in order to ensure the</p> | <p>Canadian City Environmental Management Branch 199X - present</p> | <p>Tab #5 Letter Steve Kuric</p> |

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| | project meets objectives on time and within budget. | | |
| | Serve as project sponsor for projects that I initiate by defining the scope of the project, creating a team and choosing a team leader, and providing the team with necessary resources and guidance. | Canadian City Environmental Management Branch 199X - present | Tab #12 Multi-family social marketing presentation |
| | Ensure that senior management supports the project and watch for any changes in company objectives or the external environment that could affect the project's success in order to provide effective guidance to the team leader. | Canadian City Environmental Management Branch 199X - present | Tab #5 Letter Steve Kuric |
| | Ensure that the project's progress is communicated to senior management and others in the organization or external stakeholders who need to know, in order to ensure that expectations are realistic and no one is surprised by the final outcome. | Canadian City Environmental Management Branch 199X - present | Tab #5 Letter Steve Kuric |
| | Serve as project manager for projects assigned to me by my manager or client and use my leadership skills to influence team members or stakeholders' behaviour and performance. | Self-employment – client Provincial Tourism 198X – 199X | Not included in this sample |
| | Draft a project charter that spells out the project's mission, scope of work, project | Canadian City Environmental | Tab #13 Project A |

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| | deliverables, roles & responsibilities, budget & resources, major risks, assumptions, and benefits to the organization. | Management Branch 199X - present | |
| | Share project charter with all team members and stakeholders (including team members' supervisors if they are not in my section) to avoid any misunderstandings about the scope of work, the time required and the objectives, to facilitate a successful outcome. | Canadian City Environmental Management Branch 199X - present | Tab #13 Project A |
| | Create a project work schedule, usually a Gantt chart, to show the breakdown of activities, when they need to occur, the duration of each activity and who is responsible, and share with all team members so that everyone can see the big picture and their role in it. | Canadian City Environmental Management Branch 199X - present | Tab #14 Section work plan |
| | Lead project team meetings throughout the duration of the project to ensure that face-to-face discussions occur to help build a sense of teamwork and commitment to the project and to ensure that everyone feels included and their participation is valued. | Canadian City Environmental Management Branch 199X - present | Tab #9 Section meeting minutes |
| | Adapt the project to changing circumstances such as the failure of a campaign element by brainstorming alternatives | Canadian City Environmental | Tab #12 Multi-family social marketing presentation |

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| | with the team, choosing the best option based on criteria such as cost and ability to meet objectives, and guiding the team through the change in tactics. | Management Branch 199X - present | |
| | Initiate a celebration to mark the end of a project and to acknowledge the team's success and each member's contribution, in order to ensure that team members feel valued and will be enthusiastic about future opportunities to work on projects. | Canadian City Environmental Management Branch 199X - present | Tab #12 Multi-family social marketing presentation |
| | Design a social marketing strategy for projects that have widespread behaviour change as their objective, by applying the principles of community-based social marketing and following the steps identified in "Fostering Sustainable Behaviour" by Doug McKenzie-Mohr and William Smith. | Canadian City Environmental Management Branch 199X - present | Tab #12 Multi-family social marketing presentation |
| | Identify the barriers to the activity, and prioritize the barriers through research before developing the overall social marketing plan. | Canadian City Environmental Management Branch 199X - present | Tab #15 Project B research results |
| | Develop a social marketing plan based on research that includes a mix of behaviour change tools such as commitment, prompts and incentives. | Canadian City Environmental Management Branch 199X - present | Tab #16 Project B strategy |

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| | Develop pilots in a segment of the community to test social marketing techniques before implementing them city-wide to ensure that the city-wide program implemented is the most cost-effective. | Canadian City Environmental Management Branch 199X - present | Tab #16 Project B strategy |
| | Evaluate the effectiveness of the pilot and focus on real behaviour change rather than measuring awareness or attitude changes to ensure that the program achieves its behaviour change objectives. | Canadian City Environmental Management Branch 199X - present | Tab #16 Project B strategy |
| | Assess the community response to social marketing campaigns and quickly modify the program if there is an unexpected negative reaction that jeopardizes the overall success of the campaign. | Canadian City Environmental Management Branch 199X - present | Tab #12 Multi-family social marketing presentation |
| | Measure behaviour change regularly (through surveys and volumes collected) after the initial social marketing project has been completed, to ensure that ongoing efforts to sustain the behaviour change are working and to be able to use the behaviour change as a performance measure that can be reported to City Council, the residents, and any interested stakeholders. | Canadian City Environmental Management Branch 199X - present | Tab #17 Customer survey results |

| 3. Ability to act on own initiative | | | |
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| Learning Criteria | Learning Statements | Origin of Learning | Supporting Documentation |
| Seeks and assumes responsibility for complex situations; can carry responsibilities independently & creatively; regularly assists others | Manage a complex 25-person community relations section independently by using the various strengths among my staff and only seeking direction from my manager on highly sensitive issues or new initiatives that I'm not yet familiar with, in order to demonstrate a high level of responsibility to my manager. | Canadian City Environmental Management Branch 199X - present | Tab #18 Performance reviews |
| | Initiate and develop community relations programs for environmental project, in addition to my primary responsibilities, in recognition of a need in that area and an opportunity to apply my expertise in an area that is aligned with my values around environmental stewardship. | Canadian City Environmental Management Branch 199X - present | Tab #19 Promotional video (place card only) |
| | Forge partnerships with community groups and stakeholders such as ABC television and government department to create public education tools that provide mutual benefits for all partners in order to leverage the City's budget and ability to influence young people's attitudes around waste reduction. | Canadian City Environmental Management Branch 199X - present | Tab #20 Resources for teachers website (place card only) |

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| | Select ABC television as a partner because of the influence of television on children and youth and produce public service announcements with a theme that appeals directly to the target audience. | Canadian City Environmental Management Branch 199X - present | Tab #20 Resources for teachers website (place card only) |
| | Initiate a film festival focused on waste as an adjunct to an international conference and oversee the program, the search and selection process, the marketing and logistics, in order to extend the reach of the conference and educate local residents about issues related to waste. | Canadian City Environmental Management Branch 199X - present | Tab #21 Film fest promotions |
| | Create a communications and audio-visual consulting firm with a partner and one employee and provide services over 10 years to a wide range of clients by initiating projects, independently executing the projects and overseeing all aspects of operating a consulting business. | Self-employment 198X – 199X | Tab #22 Proposal for communications support |
| | Propose a communications strategy to the City Police Service and independently recommend and deliver a wide range of communications products to introduce community policing to the residents of Canadian City. | Self-employment 198X – 199X | Tab #11 Community policing communications plan |

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| | Manage the production of an environment magazine, including selecting a theme, assigning articles to writers, editing, supervising the layout and managing the marketing, to produce a quality publication that increases awareness among provincial residents of key environmental issues. | Self-employment 198X – 199X | Tab #23 Excerpt from magazine (place card only) |
| | Create teams for complex projects by selecting team members with different thinking styles, aptitudes and skills in order to ensure a level of creative output that is greater than what one person can achieve and is more likely to be effective and innovative. | Canadian City Environmental Management Branch and Provincial Tourism 198X – present | Tab #24 Sample team |
| | Make decisions regarding complex problems independently (without going to my manager) with input from key members of my group by framing the problem, spurring the group to generate alternatives, and evaluating the alternatives. | Canadian City Environmental Management Branch and Provincial Tourism 198X – present | Tab #5 Letter Steve Kuric |
| | Share my expertise with new employees in other related departments by initiating informal meetings to provide insight into the organization's culture, the myriad processes, and the history, in order to facilitate future collaborations | Canadian City Environmental Management Branch and Provincial Tourism 198X – present | Not included in this sample |

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| | and strong working relationships. | | |
| | Assess the impact on staff of a new high priority program assigned to my section and help them to identify methods of meeting the new demands by prioritizing projects and working through detailed timelines and resource demands for projects. | Canadian City Environmental Management Branch 199X - present | Tab #25 City clean up report |
| | Establish and lead regular meetings with key people in client group during high profile labour dispute in order to ensure that all staff have current information on emerging issues and are able to respond to the daily information needs of various stakeholders including the media and the Minister. | Self employment – client Provincial Labour 199X – 199X | Not included in this sample |
| 4. Ability to develop and maintain good working relations | | | |
| Learning Criteria | Learning Statements | Origin of Learning | Supporting Documentation |
| Exceptional consistent ability to form & use working & professional relations with a wide range of people in complex situations; regarded as a model colleague | Build trusting relationships with peers and subordinates by demonstrating trust in others through allowing others to use their expertise and abilities in order to foster a collaborative and effective work environment. | Canadian City Environmental Management Branch 199X - present | Tab #5 Letter Steve Kuric |

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| by peers & subordinates | | | |
| | Maintain an open and friendly manner and use humour when appropriate to put people at ease, dissipate tension and help people to feel comfortable and work cooperatively with me. | Canadian City Environmental Management Branch 199X - present | Not included in this sample |
| | Demonstrate genuine interest in others through active listening, asking open-ended questions about their work and showing that I care about their needs in order to build positive relationships with subordinates. | Canadian City Environmental Management Branch 199X - present | Not included in this sample |
| | Develop positive working relationships with new colleagues by immediately showing an interest in their experiences and expertise and focusing on how we can help each other in our work rather than on our differences. | Canadian City Environmental Management Branch 199X - present | Not included in this sample |
| | Build trust with clients who enter a relationship with me with a sense of suspicion by listening attentively to their fears or concerns and alleviating them by providing exceptionally high levels of service and quality work. | Provincial Tourism 198X – 198X | Tab #26 Performance appraisal |
| | Use my relationship building skills to quickly establish trust and mutual respect with a team of 2 new colleagues on a foreign | Canadian City Environmental Management Branch | Not included in this sample |

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| | mission to Asia by respecting their expertise and sharing mine in a cooperative manner in order to ensure that our services are delivered to the highest level of effectiveness. | 199X - present | |
| | Establish highly effective working relationships with members of the media by demonstrating respect for their needs (by being accessible, meeting their tight timelines, answering their questions) in order to foster positive understanding and reporting of my organizations' news and issues. | Canadian City Environmental Management Branch , Provincial Labour, Provincial Manpower 199X - present | Tab #27 20XX Public education plan |
| | Establish an open door policy and be accessible to employees and spend time each day talking with them informally about their work, in recognition of the fact that an employee's relationship with their manager is one of the most important factors in their level of job satisfaction. | Canadian City Environmental Management Branch 199X - present | Tab #5 Letter Steve Kuric |
| | Adapt my interpersonal style to a wide variety of people by paying attention to the different interpersonal styles of my colleagues and staff and considering which style works best for each person, in order to ensure that people are comfortable with me and to | Canadian City Environmental Management Branch 199X - present | Tab #5 Letter Steve Kuric |

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| | elicit a high level of cooperation and trust. | | |
| | Participate in assessments that include 360 degree interviews (with staff, peers, and managers) in order to receive feedback on my ability to establish and maintain effective relationships, learn from the feedback and improve where needed. | Canadian City Environmental Management Branch 199X - present | Tab #5 Letter Steve Kuric |
| | Establish highly positive relationships with all my managers throughout my career by ensuring that my work meets their expectations and by anticipating their needs in order to ensure that I make their jobs easier. | Canadian City Environmental Management Branch 199X - present | Tab #5 Letter Steve Kuric |
| | Be completely trustworthy so that my managers know they can rely on me, by ensuring I have a clear understanding of their goals and expectations, always meeting deadlines, and providing high quality work, which fosters a highly supportive relationship and contributes to organizational effectiveness. | Canadian City Environmental Management Branch 199X - present | Tab #5 Letter Steve Kuric Tab #6 Letter Lyle Pillay |
| | Establish rapport with higher level management by providing information that is particularly useful to them in a format that meets their needs (for example, extremely brief and clear | Canadian City Environmental Management Branch 199X - present | Tab #5 Letter Steve Kuric |

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| | backgrounders) in order to represent my section in a positive light and foster respect for the work of my team. | | |
| | Cultivate relationships with people across the organization by participating on cross-functional committees and getting to know others who may be able to assist me by providing information or guidance in the future, and by reciprocating and assisting them when asked. | Canadian City Environmental Management Branch 199X - present | Tab #5 Letter Steve Kuric |
| | Build relationships with suppliers such as graphic designers, writers and film producers by respecting their expertise and providing clear strategic direction and suggestions in order to elicit quality work from them and reduce costs by avoiding the need for extensive redesign or post production changes. | Provincial Manpower 198X – 198X | Not included in this sample |
| | Build positive relationships with stakeholders by listening to their point of view, demonstrating empathy for their adversarial positions, and providing rationale based on easily understood facts rather than on emotion. | Canadian City Environmental Management Branch 199X - present | Tab #5 Letter Steve Kuric |

| 5. Ability to think clearly and arrive at logical conclusions | | | |
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| Learning Criteria | Learning Statements | Origin of Learning | Supporting Documentation |
| Expert, creative ability to describe, analyze, synthesize & evaluate in a variety of circumstances; can collaborate & consult as required | Analyze the background data (such as Statistics Canada Labour market reports and Provincial Manpower policy papers) related to the government’s goals of encouraging adults to return to education to create a development document with clearly stated audience descriptions, messages and outcomes to ensure that the final product motivates audiences to enrol in post-secondary education. | Provincial Manpower 198X – 198X | Not included in this sample |
| | Recommend that a dramatic film is a highly persuasive method of motivating the target audience by recognizing, based on the provincial government’s research, that the decision to return to school is a complex one that is grounded in facts and circumstances, and also in emotion, in order to create a product that leads to higher enrolment in post-secondary education among adults. | Provincial Manpower 198X – 198X | Not included in this sample |
| | Collaborate with directors of tourism zones throughout the province to synthesize a comprehensive list of key attractions and provide advice | Self employment – client Provincial Tourism 198X – 198X | Not included in this sample |

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| | to each zone regarding the selection of attractions in order to create an image library for the province that reflects the most enticing images for domestic and international marketing purposes. | | |
| | Create a community relations strategy for the launch of community policing by analyzing vast amounts of City Police Service research and policy papers and interviewing key decision-makers (such as the Chief of Police and Deputy Chief) to identify objectives, target audiences, key messages and a strategy that serves the goals of the City Police Service. | Self employment – client City Police Service 198X – 199X | Tab #11 Community policing communications plan |
| | Recommend to the Deputy Chief of Police a 2-tiered approach (awareness and behaviour change) to introduce community policing based on the need to create widespread awareness of community policing and provide audiences with information and behaviour change tools. | Self employment – client City Police Service 198X – 199X | Tab #11 Community policing communications plan |
| | Recommend and organize a news conference for all local media with the Chief of Police to demonstrate the City Police Service’s high priority on the initiative and to garner | Self employment – client City Police Service 198X – 199X | Tab #11 Community policing communications plan |

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| | widespread media coverage and reach of target audiences. | | |
| | Analyze key audiences, including frequent users of the police service and concerned citizens who have an interest in the police service, by reviewing demographic reports for frequent users and other data from the Police Service, in order to identify the primary and secondary target audience groups for the campaign. | Self employment – client City Police Service 198X – 199X | Tab #11 Community policing communications plan |
| | Recommend a wide variety of complementary outreach strategies that specifically meet target audience needs, such as official openings of community police stations that facilitate relationship building between the organization and its local customers. | Self employment – client City Police Service 198X – 199X | Tab #11 Community policing communications plan |
| | Analyze data such as Environment Canada’s awareness and attitudes surveys, and the goals of several environmental organizations, and identify common themes and goals in order to recommend and create communications products that simplify complex and multi-faceted information so that it is understandable and motivating to target markets. | Self employment 198X – 199X client consortium of several environmental organizations including a national environmental society and worldwide environmental publication | Tab #28 Endangered spaces audio-visual script |

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| | Develop a strategy to introduce blue bag recycling in Canadian City by analyzing the results of a pilot program wherein 4 neighbourhoods were asked to use blue bags, and build a campaign based on the feedback and behaviour of the pilot group. | Canadian City Environmental Management Branch 199X - present | Tab #29 Project C campaign strategy |
| | Determine that a multi-media advertising campaign using primarily television is the most effective way to reach and educate the target audience, based on cost effectiveness (cost per thousand people reached) and ability to visually demonstrate the ease of tossing mixed recyclables into bags, in order to inspire and motivate audiences. | Canadian City Environmental Management Branch 199X - present | Tab #29 Project C campaign strategy |
| | Collaborate with advertising agency to produce award-winning television commercials that motivate recycling behaviour change, by advising agency to focus on the key messages identified in the strategy and ensuring that commercials have an emotional impact by recommending changes to the music, the editing, the pacing and the narrative of the commercials. | Canadian City Environmental Management Branch 199X - present | Tab #30 Project C television commercials (place card only) |
| | Analyze data on the levels of contamination in multi-family | Canadian City Environmental | Not included in this sample |

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| | recycling bins, the source of the contamination, the awareness and attitudes of users, and the processes used to deal with contamination, in order to develop a multi-pronged solution that includes communications and operations solutions. | Management Branch 199X - present | |
| | Develop a communications program that combines awareness, through transit and radio advertising, with prompts, a behaviour change tool that can be effective when people need to be reminded to practice a behaviour they are aware of but have not yet fully adopted. | Canadian City Environmental Management Branch 199X - present | Not included in this sample |
| | Use outreach activities that facilitate face-to-face interaction with members of the target audience in a memorable way by creating a mobile interactive recycling game for staff to take to high pedestrian areas such as malls. | Canadian City Environmental Management Branch 199X - present | Not included in this sample |
| | Use audience segmentation to develop optimal communications strategies that use the most appropriate approach (effective messages and behaviour options) for each target group in order to avoid overspending through mass marketing that does not identify | Canadian City Environmental Management Branch 199X - present | Tab #31 Recycling radio commercial (place card and graphic only) |

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| | the specific segments that need to be reached. | | |
| | Analyze media coverage, complaints to Mayor's and Councillors' offices and other sources of customer input to assess the level of misunderstanding of new waste service fees and identify the key points of confusion and key messages that need to be communicated. | Canadian City Environmental Management Branch 199X - present | Tab #32 Councillors' newsletter article on fees |
| | Recommend to senior management a strategy for communicating new waste service fees in order to create widespread understanding and acceptance of the fee increase and minimize complaints to City Council. | Canadian City Environmental Management Branch 199X - present | Tab #32 Councillors' newsletter article on fees |
| | Identify and implement tactics for communicating the need for fee increases, with an emphasis on media relations due to its ability to reach large segments of the audience, the inherent credibility of news reports (vs. advertising), and the minimal cost. | Canadian City Environmental Management Branch 199X - present | Tab #32 Councillors' newsletter article on fees |
| | Evaluate the objectives and logistics of a traveling provincial exhibit to lure visitors to the Winter Olympics and collaborate with client to develop exhibits, audio visuals and collateral print materials to | Canadian City Environmental Management Branch 199X - present | Tab #6 Letter Lyle Pillay |

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| | position province as a desirable vacation destination. | | |
| 6. Ability to develop and attain professional goals | | | |
| Learning Criteria | Learning Statements | Origin of Learning | Supporting Documentation |
| Acts upon long-range professional development goals including prof. designation & other formal & non-formal education; suggests & helps to plan professional development offerings at work & within professional organization | Choose a career path in public relations by carefully analyzing my passions, personality traits, aptitudes and lifestyle expectations and researching the opportunities for training and employment. | Personal | |
| | Respond to feedback and direction from my manager/mentor in the early part of my career and develop my skills under her guidance to benefit from her extensive experience and expertise in all aspects of public relations. | Provincial Manpower 198X – 198X | Tab #26 Performance appraisal |
| | Develop short term career plans on a regular basis by analyzing my current situation and identifying what skills I want to | Provincial Manpower and Canadian City 198X - present | Tab #18 Performance reviews |

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| | develop over the next 2 to 3 years. | | |
| | Develop a goal to be successfully self-employed and achieve that goal for 10 years largely by providing quality services and acquiring new clients through word of mouth about the calibre of my work. | Personal | |
| | Demonstrate a commitment to lifelong learning by enrolling in formal education programs such as the local university management certificate program and Athabasca University's Professional Bachelor of Arts program. | Personal | Not included in this sample |
| | Achieve a long term career goal of becoming a manager in a community relations capacity by continuously developing both my technical and people management skills and recognizing the opportunity with the Canadian City as a good fit. | Personal | Tab #33 Conferences and workshops list (place card only) |
| | Prepare for changes in my field by reading trade publications and other media, regularly attending industry conferences and maintaining membership in professional organizations such as XXXX. | Personal | Tab #33 Conferences and workshops list (place card only) |

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| | Participate in a wide variety of leadership seminars and workshops provided by my employers as part of my leadership development, and apply my knowledge regularly as a manager. | Personal | Tab #33 Conferences and workshops list (place card only) |
| | Develop a life plan that includes career planning as an integrated component of my life by taking a life planning workshop and regularly updating my life plan over 2 decades. | Personal | Tab #33 Conferences and workshops list (place card only) |
| | Participate in a management development assessment conducted by an external consultant including extensive interviews, exams and 360 degree interviews, concluding that I am a good candidate for movement into senior management. | Personal | Not included in this sample |
| | Recommend professional development opportunities for my staff by assessing their strengths and weaknesses, helping them to identify their professional development interests and suggesting courses and seminars for them. | Provincial Manpower and Canadian City 198X - present | Tab #18 Performance reviews |
| | Support my staff in their professional development goals by negotiating with my manager and advocating for my staff when needed and ensuring I have adequate resources in my | Canadian City Environmental Management Branch 199X - present | Tab #5 Letter Steve Kuric |

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| | budget to allow for their professional development in order to retain valued employees. | | |
| | Present papers at industry conferences to showcase the work of my organization, to share my knowledge and expertise and to inspire others in my field. | Personal | Tab #12 Multi-family social marketing presentation |
| | Take charge of my career by regularly thinking about my professional development and updating my skills, rather than waiting for someone in the organization to plan my development for me, in order to ensure that my work is satisfying throughout my career. | Personal | |
| | Assess my core business interests, my deepest work values and my strongest skills on a regular basis, to help me take advantage of opportunities that come up and to plan my skill development. | Personal | |
| | Understand my strongest work values, which are intellectual challenge and working with people I like and admire, in order to make good career change decisions and increase the likelihood that the opportunities I accept will be satisfying. | Personal | |

| 7. Ability to write clearly and convincingly | | | |
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| Learning Criteria | Learning Statements | Origin of Learning | Supporting Documentation |
| Demonstrates superior ability to convince others through creative, articulate, well-structured argument; outstanding ability to self-edit | Develop a clear purpose for the strategic plan document through a collaborative discussion with my manager to ensure the document aligns with his vision and his needs. | Canadian City Environmental Management Branch 199X - present | Tab #5 Letter Steve Kuric |
| | Identify the target audiences by reviewing the purpose in order to create a document that speaks to the needs and interests of the audience. | Canadian City Environmental Management Branch 199X - present | Tab #5 Letter Steve Kuric |
| | Create an outline for the strategic plan by carefully analyzing the needs of the audience in order to ensure the most important information is included in a logical sequence. | Canadian City Environmental Management Branch 199X - present | Tab #5 Letter Steve Kuric |
| | Provide the outline and purpose description to the other managers to ensure that the draft strategies they develop for their areas of operation align with the overall purpose of the document and the goals of the Branch. | Canadian City Environmental Management Branch 199X - present | Tab #5 Letter Steve Kuric |

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| | Edit content of draft plans submitted by other managers by deleting information that doesn't directly align with the purpose and the outline in order to achieve a concise document that meets the needs of City Councillors, senior managers and external stakeholders. | Canadian City Environmental Management Branch 199X - present | Tab #34 Strategic plan booklet (place card only) |
| | Edit content by reorganizing information and rewriting sections to ensure the content is relevant to and speaks to the target audience groups. | Canadian City Environmental Management Branch 199X - present | Tab #34 Strategic plan booklet (place card only) |
| | Edit the writing to ensure that it convinces readers of the Branch's leadership and expertise by providing sound rationale for the strategy, a global perspective of the issues and a clear explanation of the solutions being applied by the Branch. | Canadian City Environmental Management Branch 199X - present | Tab #34 Strategic plan booklet (place card only) |
| | Edit to retain the readers' attention by ensuring that the writing is clear, easy to understand, fresh and speaks to the audience's interests. | Self employment - various clients 198X – 199X | Not included in this sample |
| | Edit the writing to ensure that it demonstrates respect for the reader by being as concise as possible and as clear as possible. | Self employment - various clients 198X – 199X | Not included in this sample |
| | Edit the writing to ensure that complex issues are understandable by distilling | Self employment - various clients | Not included in this sample |

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| | information to extract the essential components, providing examples or quotes that add clarity and answering questions or concerns that I anticipate readers may have. | 198X – 199X | |
| | Improve the lives of readers and ensure that the writing contributes to their understanding of information they need, (such as a pensions booklet) by achieving a high level of clarity. | Self employment - various clients 198X – 199X | Not included in this sample |
| | Edit the writing for style by asking myself: Are there technical words or jargon that will not be understood by the readers? Is it written in an active rather than passive tense? Does it elicit the image or emotion I want? in order to help ensure the document has the overall effect I want it to achieve. | Self employment - various clients 198X – 199X | Not included in this sample |
| | Explain the purpose and the audience to the designer and oversee the design process to ensure the final design is engaging and functional. | Self employment - various clients 198X – 199X | Not included in this sample |
| | Meet with client to gain an understanding of the project or issue and learn about the context and background in order to ensure the final product meets its objectives of | Self employment - various clients 198X – 199X | Not included in this sample |

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| | increasing awareness, changing attitudes or changing behaviour. | | |
| | Counsel the client on the importance of having a clear purpose and clearly identified target audience groups for the information product in order to ensure the final product meets its objectives (of increasing awareness, changing attitudes or changing behaviour). | Self employment - various clients 198X – 199X | Not included in this sample |
| | Analyze the intended audiences by talking with people who understand the audience and by reviewing research on awareness, attitudes, etc. Know the audience to enable me to appeal to the readers' values and emotions in order to achieve an objective around awareness, attitudes or behaviour. | Self employment - various clients 198X – 199X | Not included in this sample |
| | Identify key messages that meet the needs of the client and that will resonate with the audience groups in order to reduce the amount of information in the final product. | Self employment - various clients 198X – 199X | Not included in this sample |
| | Test the writing with several individuals who are part of the target group to ensure that it answers their questions and has the effect we want to achieve. | Self employment - various clients 198X – 199X | Not included in this sample |

| 8. Ethical conduct | | | |
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| Learning Criteria | Learning Statements | Origin of Learning | Supporting Documentation |
| Expert understanding of complexity of ethics and the ranking of ethical considerations; directs others in making ethical considerations | Consider a variety of factors including cost, impact on stakeholders, legal requirements, customer satisfaction, risk management and organization reputation when making complex decisions to ensure that my decision is the best one for the organization. | Canadian City Environmental Management Branch 199X - present | Not included in this sample |
| | Weigh and rank a variety of factors that impact an ethical decision by assessing the consequences of various alternatives in order to ensure that my decision is the best one for the organization and I can defend my decision with sound rationale if needed. | Canadian City Environmental Management Branch 199X - present | Tab #5 Letter Steve Kuric |
| | Direct my teams to consider their own values along with corporate guidelines when making ethical decisions because organization guidelines (such as an environmental management system) are often vague and by applying personal values employees feel their work is aligned with their values. | Canadian City Environmental Management Branch 199X - present | Not included in this sample |
| | Demonstrate my support for value-based initiatives by making resources available and | Canadian City Environmental | Not included in this sample |

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| | creating visibility for employee initiatives, such as starting a green team to reduce office waste, in order to encourage other employees to support or instigate value-based initiatives. | Management Branch 199X - present | |
| | Apply the legal test when making ethical decisions by asking myself: "Is this decision against the law or against organization policies?" If the answer is yes, then the decision to not go ahead is usually clear. | Canadian City Environmental Management Branch 199X - present | Not included in this sample |
| | Apply the stakeholder test when making ethical decisions by asking myself: "Is this decision in the best interest of our customers, the community and other key stakeholders?" in order to ensure that the decision supports the Branch's priority on serving the community and respecting diversity. | Canadian City Environmental Management Branch 199X - present | Tab #35 Volunteer dismissal letter |
| | Set targets in our environmental management system that strive for real improvement in our environmental performance and not only meet legal requirements, to ensure that the plan has credibility with employees and is supported by employees. | Canadian City Environmental Management Branch 199X - present | Tab #36 Project D objectives & targets (place card only) |

BPA CMNS (Program)

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| | <p>Influence my manager to approve targets in our environmental management system that strive for real improvement in our environmental performance and not only meet legal requirements, to ensure that the plan actually leads to greater environmental protection now and long into the future.</p> | <p>Canadian City Environmental Management Branch 199X - present</p> | <p>Tab #36 Project D objectives & targets (place card only)</p> |
| | <p>Make decisions regarding how to respond to media enquiries and reports about Branch issues that could affect the Branch's reputation, by providing balanced and accurate information to ensure that the media fully understand the issue and are able to report all sides of the issue.</p> | <p>Canadian City Environmental Management Branch 199X - present</p> | <p>Tab #37 NFB letter (place card only)</p> |
| | <p>Select data for public dissemination that accurately reflect the organization's achievements and are easy to understand, to build trust with the media, the community and key stakeholders who are interested in our data.</p> | <p>Canadian City Environmental Management Branch 199X - present</p> | <p>Tab #38 Annual review (place card only)</p> |
| | <p>Recommend to senior management which data from an annual survey should be reported and how, (the precise wording) to ensure that the media, the community and key</p> | <p>Canadian City Environmental Management Branch 199X - present</p> | <p>Tab #38 Annual review (place card only)</p> |

BPA CMNS (Program)

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| | stakeholders have an accurate understanding of data that neither undersells nor oversells the Branch's achievements. | | |
| | Make decisions about whether to intervene to assist an employee when obtaining information that was provided in confidence to another employee, by weighing the consequences of breaking confidentiality against the consequences of not intervening (and of intervening). | Canadian City Environmental Management Branch 199X - present | Tab #5 Letter Steve Kuric |
| | Encourage staff to bring any ethical concerns about the organization's operations to me or to their direct supervisor in order to ensure that staff are aware of management's willingness to hear and act on concerns and thereby prevent staff from voicing their concerns outside the branch and jeopardizing the branch's reputation. | Canadian City Environmental Management Branch 199X - present | Tab #5 Letter Steve Kuric |
| 9. Ability to plan and execute research | | | |
| Learning Criteria | Learning Statements | Origin of Learning | Supporting Documentation |
| Superior ability to identify & define problems, determine appropriate methodology, | Identify specific objectives for customer satisfaction, awareness and participation survey of Canadian City residents, in a collaborative discussion with my manager, to ensure that results are useful to | Canadian City Environmental Management Branch 199X - present | Tab #5 Letter Steve Kuric |

BPA CMNS (Program)

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| <p>assemble & direct research team in executing project & presenting results</p> | <p>senior managers in making planning and policy decisions.</p> | | |
| | <p>Identify specific objectives for survey of Canadian City residents to measure awareness and participation in sustainable waste practices in order to report on the success of our community relations programs and make improvements to programs.</p> | <p>Canadian City Environmental Management Branch 199X - present</p> | <p>Not included in this sample</p> |
| | <p>Provide clear survey objectives to research companies to enable them to recommend the best methodology for customer satisfaction, awareness and participation survey.</p> | <p>Canadian City Environmental Management Branch 199X - present</p> | <p>Tab #39 Research consultant directions (place card only)</p> |
| | <p>Refine methodology and questions recommended by the research company to ensure that results will meet specific branch needs and can be used to inform management decisions about branch services and programs.</p> | <p>Canadian City Environmental Management Branch 199X - present</p> | <p>Tab #39 Research consultant directions (place card only)</p> |
| | <p>Interpret survey results by analyzing raw data and discussing results with research company, in order to gain a thorough and accurate understanding of the results and</p> | <p>Canadian City Environmental Management Branch 199X - present</p> | <p>Tab #39 Research consultant directions (place card only)</p> |

BPA CMNS (Program)

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| | be able to answer questions from my colleagues and manager. | | |
| | Create a presentation that summarizes the key results for my manager and colleagues and present results at management meeting to ensure that all managers have the information they need to continually improve their programs. | Canadian City Environmental Management Branch 199X - present | Tab #17 Customer survey results |
| | Identify community relations and communications issues that require research and draft the rationale for the research in order to convince my manager of the need and the benefits of conducting the research. | Canadian City Environmental Management Branch 199X - present | Tab #40 Research plan (place card only) |
| | Draft a research plan by first asking: What do I know? What do I need to know? Where do I find it? | Canadian City Environmental Management Branch 199X - present | Tab #40 Research plan (place card only) |
| | Determine the best mix of primary and secondary research by assessing the importance of the issue to the branch, the budget and time available, how the results will be used and what type of results (qualitative or quantitative) will be most useful. | Canadian City Environmental Management Branch 199X - present | Tab #40 Research plan (place card only) |

BPA CMNS (Program)

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| | Design one-on-one interviews with managers and supervisors when their input is essential to a program such as internal communications, to acquire an in-depth understanding of their perceptions and needs. | Canadian City Environmental Management Branch 199X - present | Tab #41 Manager interviews (place card only) |
| | Conduct interviews by establishing rapport and trust, leading the conversation while allowing the questionnaire to evolve, listening objectively, and taking copious notes. | Canadian City Environmental Management Branch 199X - present | Tab #41 Manager interviews (place card only) |
| | Determine if focus groups should be used by assessing whether qualitative data is needed to probe an issue, test an idea or approach, or pinpoint attitudes or perceptions around a particular issue. | Canadian City Environmental Management Branch 199X - present | Tab #41 Manager interviews (place card only) |
| | Design focus group questionnaire by drafting questions that will elicit conversations and answers to meet very specific objectives, in order to ensure the discussion is focused and the results are useful. | Self-employment – Provincial Pensions Administration 199X – 199X | Tab #42 Focus group results (place card only) |
| | Conduct focus group interviews by establishing rapport, not influencing the discussion with my personal opinions, encouraging everyone to participate, and encouraging open and honest discussion in order to achieve a deeper | Self-employment – Provincial Pensions Administration 199X – 199X | Tab #42 Focus group results (place card only) |

BPA CMNS (Program)

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| | understanding of a particular situation or issue. | | |
| | Analyze focus group results to identify common themes or perceptions that need to be quantified because focus groups do not provide data that can be generalized to the broader audience. | Self-employment – Provincial Pensions Administration 199X – 199X | Tab #43 Internal communications strategy (place card only) |
| | Select and oversee the work of a focus group facilitator if I would not be viewed as neutral on the issue, in order to ensure that participants feel their comments will be heard objectively and not judged in any way. | Self-employment – Provincial Pensions Administration 199X – 199X | Tab #43 Internal communications strategy (place card only) |
| | Develop a survey instrument or work with a research company to develop a survey that will provide the information needed, including important demographic data. | Self-employment – Provincial Pensions Administration 199X – 199X | Tab #17 Customer survey results |
| | <u>Social marketing research:</u> | | |
| | Determine which social marketing initiatives require research by assessing the current knowledge and data available on barriers and benefits to a particular behaviour, in order to ensure that initiatives are developed based on accurate data rather than assumptions. | Self-employment – Provincial Pensions Administration 199X – 199X | Tab #44 Project E survey (place card only) |

BPA CMNS (Program)

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| | <p>Adapt the principles and theories of community-based social marketing described by Doug McKenzie-Mohr in <i>Fostering Sustainable Behaviour</i> to those programs that require behaviour change because research and my own experience indicate that initiatives to promote behaviour change are most effective when these techniques are diligently applied.</p> | <p>Self-employment – Provincial Pensions Administration 199X – 199X</p> | <p>Tab #45 Project E pilot (place card only)</p> |
| | <p>Develop a research plan that identifies the actual barriers that inhibit people from engaging in the behaviour we want to promote and the benefits that people associate with the behaviour.</p> | <p>Self-employment – Provincial Pensions Administration 199X – 199X</p> | <p>Tab #45 Project E pilot (place card only)</p> |
| | <p>Draft a plan that includes a literature review to determine what data already exist, qualitative research to discover barriers and benefits, and quantitative research to determine what percentage of the target population shares the same barriers & benefits.</p> | <p>Self-employment – Provincial Pensions Administration 199X – 199X</p> | <p>Tab #45 Project E pilot (place card only)</p> |
| | <p>Identify a team responsible for conducting the various components of the research and provide clear direction about the objectives, timelines, and resources available to ensure</p> | <p>Self-employment – Provincial Pensions Administration 199X – 199X</p> | <p>Tab #45 Project E pilot (place card only)</p> |

BPA CMNS (Program)

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| | that everyone is working towards a common goal. | | |
| | Determine whether an observational study is needed by assessing whether the data collected through surveys needs to be verified and the actual participation or frequency of behaviour is critical to the Branch. | Self-employment – Provincial Pensions Administration 199X – 199X | Not included in this sample |
| 10. Ability to lead others | | | |
| Learning Criteria | Learning Statements | Origin of Learning | Supporting Documentation |
| Able to translate policy into program & ensure that goals are met; takes frequent active measures to inform self about success of programs & corrects as necessary; is awarded leadership roles in prof. or non-prof. organizations; actively mentor other workers | Review City Council’s 10-year strategic goals to ensure alignment between my section’s long-term goals and the City’s long-term vision and goals. Discuss the long-term vision with staff to ensure that they understand the link between our programs and the broader City vision. | Canadian City Environmental Management Branch 199X – present | Tab #5 Letter Steve Kuric |
| | Review annual branch budget document which identifies branch goals, strategies and outcomes, to ensure that my | Canadian City Environmental | Tab #5 Letter Steve Kuric |

BPA CMNS (Program)

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| | <p>section goals and programs are consistent with what has been approved by City Council and all staff in my section are working toward common goals.</p> | <p>Management Branch 199X – present</p> | |
| | <p>Draft an annual section strategy that identifies public education and social marketing programs, potential issues, goals and objectives, message platform, new programs or program enhancements, and methods of evaluation, so that all staff are aware of the scope of activities and how their role fits into the section strategy.</p> | <p>Canadian City Environmental Management Branch 199X – present</p> | <p>Tab #27 20xx public education plan</p> |
| | <p>Review the strategy with my 7 direct reports and provide additional context, explaining why the objectives and timelines are important. Build a commitment to the goals for our section by providing a “big picture” perspective.</p> | <p>Canadian City Environmental Management Branch 199X – present</p> | <p>Tab #27 20xx public education plan</p> |
| | <p>Estimate the community’s receptiveness to my section objectives by reviewing how the community, the media and other stakeholders responded in the past to similar initiatives, in order to ensure that objectives are realistic and achieve buy-in from the community and result in measurable behaviour change.</p> | <p>Canadian City Environmental Management Branch 199X – present</p> | <p>Tab #27 20xx public education plan</p> |

BPA CMNS (Program)

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| | Select measurement tools such as omnibus surveys to assess whether specific objectives, such as campaign awareness, are met throughout the year. | Canadian City Environmental Management Branch 199X – present | Tab #27 20xx public education plan |
| | Review and analyze monthly reports such as media coverage, call centre reports, financial reports and program updates to assess progress in meeting objectives throughout the year. | Canadian City Environmental Management Branch 199X – present | Tab #27 20xx public education plan |
| | Meet regularly with staff and listen to their assessments of the programs they are working on in order to steer change in direction if needed. | Canadian City Environmental Management Branch 199X – present | Tab #5 Letter Steve Kuric |
| | Initiate a shift in resources (financial and human) to re-allocate funds or staff time to an initiative that requires more resources in order to meet objectives. | Canadian City Environmental Management Branch 199X – present | Not included in this sample |
| | Share expertise with other organizations, for example by developing and leading workshops on community engagement at the invitation of the Federation of National Municipalities. | Canadian City Environmental Management Branch 199X – present | Not included in this sample |

BPA CMNS (Program)

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| | Identify and mentor staff who demonstrate potential and interest in career development by providing them with new challenges and professional development suggestions to retain staff with potential for advancement. | Canadian City Environmental Management Branch 199X – present | Not included in this sample |
| | Build trust and understanding with staff by listening to them, treating them with respect and showing a genuine interest in their professional development, to ensure that staff feel appreciated and empowered, and retention rates are high. | Canadian City Environmental Management Branch 199X – present | Not included in this sample |
| | Inspire commitment to the work among staff by providing clear expectations and helping them identify development goals that are aligned with their personal values and the needs of the organization. | Canadian City Environmental Management Branch 199X – present | Not included in this sample |
| | Create an environment for employees to innovate, take risks and learn new skills through example and by allowing them to make mistakes and learn from them, in order to continually improve our ability to mobilize the community to participate in sustainable waste practices. | Canadian City Environmental Management Branch 199X – present | Not included in this sample |

Official Letterhead
Canadian City Environmental Branch

Letter of Attestation

Centre for Learning Accreditation
Athabasca University
1 University Drive
Athabasca AB T9S 3A3

April 08, 2012

Attention: Learning Accreditation Director

I am pleased to write this Letter of Attestation for Gabrielle Harvey. I have worked with her directly for 13 years and know her work to be consistently of a high standard. Following is a list of learning statements provided to me by Gabrielle to which I have added my comments on her related skills and knowledge. Please contact me if there is need for additional information or clarification of what has been written.

I have been a fully registered professional engineer in the Canadian Province since 19xx and am the holder of the Canadian City's Permit to Practice in the Environmental Management field since 19xx. I have worked in the environmental sector in Canada for over 30 years and have been the Manager of the City's internationally recognized environmental management system since 19xx and established the City's Environmental Management Centre of Excellence, a non-profit corporation focused on research, technology demonstration and practitioner training.

I have presented on various aspects of environmental management to technical and non-technical audiences nationally and internationally. I have provided expertise to two Asian countries and have been a member of various panels and advisory committees on environmental management. I recognized that strategic community relations programs are critical to the success of a municipal environmental management system and specifically added Gabrielle to my team in a senior position. I am convinced that Gabrielle's competency in this area, specifically her strategic advice and practical behaviour change programs she has developed as we introduced innovative programs, are an essential component of the City's success. From my visits to other municipalities around the world and my extensive familiarity with other environmental management systems, I have no hesitation in stating the City has one of the best community relations programs among major municipalities. This is borne out by the requests for information from other municipalities and that City is the standing venue for the international conference, Environmental Management the Social Context.

In my capacity as Manager of the City’s Environmental Management Branch, I am responsible for a total contingent of 450 employees and numerous public-private partnerships. I have four directors who report directly to me. Gabrielle is one of those directors, leading the Community Relations Section with 24 employees. Gabrielle’s section is responsible for engaging the citizens of City in sustainable environmental practices by fostering an ongoing dialogue between the Branch and the citizens of City and delivering social marketing and education programs that achieve specific behaviours. Gabrielle also provides strategic issues management advice to me.

| <p>1. Ability to work in teams</p> <p>Ability to conceptualize, organize & actualize teams in a creative, flexible manner</p> | <p>Evidence</p> |
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| <p>Recommend the positions needed in the community relations section for the upcoming year by assessing the branch vision, goals and strategic plan, and identifying the skills and talent needed in my section to achieve those goals.</p> <p>Build understanding of my team’s vision and annual plan among managers and key staff in other operational areas, to ensure that we support each other, and everyone is collaborating based on a mutual understanding of and respect for each other’s teams.</p> <p>Identify potential synergies and efficiencies between my team and teams in other operational areas by paying attention to the work of other teams and assessing how and when it makes sense to collaborate more closely.</p> <p>Determine when to create a team for a project by assessing the importance of</p> | <p>My Branch can only achieve and effectively meet all its varied objectives if the commitment to teamwork at all levels is unwavering. Over the 13 years that she has managed the Community Relations Section, Gabrielle’s commitment in this regard has been outstanding.</p> <p>Gabrielle has built and mentored a strong team that is comprised of an excellent diversity of skills and talents. She excels at fostering a team environment through her personal interactions and by valuing the contributions of all her team members. On numerous occasions I have seen her positive tendency to focus on peoples’ strengths, rather than their shortcomings. Notwithstanding the challenges that posed, she is adept at aligning the work that needs to be done with the various strengths of her staff.</p> <p>Gabrielle has always treated her staff members fairly and with a high degree of respect. This has been confirmed in 360 degree interviews, where Gabrielle received very high ratings for treating people with respect. Gabrielle listens carefully when people speak and values her staff members’ ideas and contributions. This contributes to high levels of job satisfaction and low staff turn-over in her section.</p> <p>Gabrielle is also highly respected by her peers (the other</p> |

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| <p>the project or problem to the organization, whether input is needed from more than one person to make the best decisions, whether a creative or innovative solution is needed, and if buy-in is needed from several areas.</p> <p>Clarify the role of the team to the leader by clearly describing the problem or opportunity, and providing clear objectives, timelines and budgets so that the leader has the information needed to effectively lead the group.</p> <p>Identify the people and groups that are interested in the team’s work who may want to contribute and determine how to involve them to ensure that others not on the team feel valued and able to contribute and to ensure that all those who may have valuable input are heard.</p> <p>Guide teams through conflicts or confusion by assessing the source of the problem, listening to team members, helping the team to work through differences by facilitating discussions and clarifying priorities, roles or expectations if needed.</p> <p>Build on a team’s success by expressing appreciation for the work being done, providing specific feedback about the positive work I see, and providing additional challenges if the group needs them, in order to help the team learn what is working well and stay motivated to continue their high performance.</p> | <p>directors who are highly skilled individuals in their own right), her colleagues throughout the branch, and the stakeholder groups she has contact with. She works very collaboratively with all operational areas in the branch, ensuring that her goals support the other areas and that the other directors are fully aware of her plans.</p> <p>I often rely on Gabrielle’s advice regarding the need for greater collaboration between the operational areas of my Branch and the opportunities that Gabrielle presents for increasing our performance through collaboration.</p> |
| <p>2. Ability to plan & execute projects</p> | <p>Evidence</p> |

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| <p>Creative identification & problem solution; ability to alter plans or tasks at will no matter what circumstances might occur</p> | |
| <p>Identify problems that require project management and prioritize projects by applying prioritization criteria such as: advance Branch goals, increase customer satisfaction, maximize citizen support and achieve with existing resources.</p> <p>Balance the competing demands of the project by considering the tradeoffs between quality, time, and cost and recognizing that adjustments to one will affect the other, in order to ensure the project meets objectives on time and within budget.</p> <p>Ensure that senior management supports the project and watch for any changes in company objectives or the external environment that could affect the project's success in order to provide effective guidance to the team leader.</p> <p>Ensure that the project's progress is communicated to senior management and others in the organization or external stakeholders who need to know, in order to ensure that expectations are realistic and no one is surprised by the final outcome.</p> | <p>One given in the work environment in which Gabrielle must operate and produce results is that change is constant. Additionally, at times external public and political influences can change agendas in short order.</p> <p>In my experience as her supervisor, Gabrielle has an excellent grasp on the issues and challenges that face our Branch and is able to identify challenges and prioritize projects effectively to realize success. She develops a strategic plan for her section each year, but she is also very flexible and able to change course if needed. The demands on our Branch, from our residents and from City Council, require us to be able to respond quickly to new directions. Gabrielle has an above average ability to adapt her plans and steer her section in a new direction when needed.</p> <p>Gabrielle's projects consistently meet objectives on time and within budget. In addition to being flexible, she is able to manage varied multiple projects at once, balancing work quality and tight timelines. I consider this one of Gabrielle's core competencies – the ability to manage multiple projects, shift priorities when needed, and deliver high quality results.</p> <p>Gabrielle keeps me informed of the progress of her projects and advises me when she thinks others need to be informed. She is skilled at interpreting the external environment and how issues could affect the Branch and the corporation as a whole, particularly as it relates to City residents' perceptions of our programs and expectations of us. This enables her to provide me sound strategic advice and to guide her staff teams effectively.</p> |
| <p>3. Ability to act on own initiative</p> <p>Seeks and assumes responsibility for</p> | <p>Evidence</p> |

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| <p>complex situations; can carry responsibilities independently & creatively; regularly assists others</p> | |
| <p>Make decisions regarding complex problems independently (without going to my manager) with input from key members of my group by framing the problem, spurring the group to generate alternatives, and evaluating the alternatives.</p> | <p>Gabrielle works as independently as the other directors who report to me. She does not shy away from challenge and consistently demonstrates initiative by taking on challenges with minimal direction from me.</p> <p>Gabrielle sets ambitious, measurable goals for her section and independently initiates strategies and programs to achieve those goals. She is skilled at gathering input from her team, analyzing the options for reaching a goal and making decisions. Of note is that when faced with a difficult decision, Gabrielle brings me alternatives and recommendations, rather than asking me for a solution. This demonstrates to me a high level of independent thinking and initiative.</p> |
| <p>4. Ability to develop & maintain good working relations</p> <p>Exceptional consistent ability to form & use working & professional relations with a wide range of people in complex situations; regarded as a model colleague by peers & subordinates</p> | <p>Evidence</p> |
| <p>Build trusting relationships with peers and subordinates by demonstrating trust in others through allowing others to use their expertise and abilities in order to foster a collaborative and effective work environment.</p> <p>Establish an open door policy and be accessible to employees and spend time each day talking with them informally about their work, in recognition of the fact that an employee's relationship with their</p> | <p>As my previous comments suggest, Gabrielle has excellent working relationships with her staff and her peers. They trust her, her professional approach to her work, and are comfortable bringing issues to her. Coupled with her approachability, she is accessible and her staff feel supported by her.</p> <p>Gabrielle makes a confident and professional initial impression and because of her excellent listening skills and empathic abilities, she is able to build and develop effective ongoing business relationships. I never hesitate to direct her to work with any external stakeholders, including those who might be a challenge to work with, because of her</p> |

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| <p>manager is one of the most important factors in their level of job satisfaction.</p> <p>Adapt my interpersonal style to a wide variety of people by paying attention to the different interpersonal styles of my colleagues and staff and considering which style works best for each person, in order to ensure that people are comfortable with me and to elicit a high level of cooperation and trust.</p> <p>Participate in assessments that include 360 degree interviews (with staff, peers, and managers) in order to receive feedback on my ability to establish and maintain effective relationships, learn from the feedback and improve where needed.</p> <p>Establish highly positive relationships with all my managers throughout my career by ensuring that my work meets their expectations and by anticipating their needs in order to ensure that I make their jobs easier.</p> <p>Be completely trustworthy so that my managers know they can rely on me, by ensuring I have a clear understanding of their goals and expectations, always meeting deadlines, and providing high quality work, which fosters a highly supportive relationship and contributes to organizational effectiveness.</p> <p>Establish rapport with higher level management by providing information that is particularly useful to them in a format that meets their needs (for</p> | <p>respectfulness and ability to work with all types of personalities.</p> <p>As part of a corporate initiative, I have identified Gabrielle as one of the future leaders in our corporation. As a result she participated in a very comprehensive analysis that included exams, interviews and 360 degree interviews. The results confirmed my assessment of her. One of the strengths identified was her approachable and respectful interpersonal style. This style enables her to build influential working relationships with her staff, her peers, our stakeholders, and senior managers.</p> <p>Gabrielle is very good at synthesizing information and clearly articulating the importance of community relations to our Branch. For this reason, when she presents to senior management, she represents the Branch in a highly professional manner and is able to succinctly explain the role of social marketing and its importance to our integrated environmental management system.</p> <p>Gabrielle builds positive working relationships with all the people she needs to interact with in her position, including the media, private sector partners, non-profit environmental groups and members of the public. She is able to diffuse potentially antagonistic situations with her empathic abilities, for example at public open houses, or with residents who call with a complaint and insist on speaking with a manager.</p> |
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| <p>example, extremely brief and clear backgrounders) in order to represent my section in a positive light and foster respect for the work of my team.</p> <p>Cultivate relationships with people across the organization by participating on cross-functional committees and getting to know others who may be able to assist me by providing information or guidance in the future, and by reciprocating and assisting them when asked.</p> <p>Build positive relationships with stakeholders by listening to their point of view, demonstrating empathy for their adversarial positions, and providing rationale based on easily understood facts rather than on emotion.</p> | |
| <p>6. Ability to develop & attain professional goals</p> <p>Acts upon long-range professional development goals including prof. designation & other formal & non-formal education; suggests & helps to plan professional development offerings at work & within professional organization</p> | <p>Evidence</p> |
| <p>Support my staff in their professional development goals by negotiating with my manager and advocating for my staff when needed and ensuring I have adequate resources in my budget to allow for their professional development in order to retain valued employees.</p> | <p>Gabrielle cares about her staff and supports their professional development. She helps them to identify their professional development goals and facilitates their ability to attend courses, workshops and conferences that meet those needs. She is unfailing in her ongoing requests for increased funding to assist her in this regard.</p> <p>As I review all performance reviews completed by Gabrielle, I see that she provides positive feedback and constructive</p> |

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| | <p>ideas and comments related to their development. The comments provided by her staff consistently reflect their admiration for her efforts to help them grow in ability and advance.</p> |
| <p>7. Ability to write clearly & convincingly</p> <p>Demonstrates superior ability to convince others through creative, articulate, well-structured argument; outstanding ability to self-edit</p> | <p>Evidence</p> |
| <p>Develop a clear purpose for the strategic plan document through a collaborative discussion with my manager to ensure the document aligns with his vision and his needs.</p> <p>Identify the target audiences by reviewing the purpose in order to create a document that speaks to the needs and interests of the audience.</p> <p>Create an outline for the strategic plan by carefully analyzing the needs of the audience in order to ensure the most important information is included in a logical sequence.</p> <p>Provide the outline and purpose description to the other managers to ensure that the draft strategies they develop for their areas of operation align with the overall purpose of the document and the goals of the Branch.</p> | <p>Gabrielle is an excellent writer and editor. She is responsible for all the public information produced by our Branch, including brochures, annual reports, strategic plans, website pages, fact sheets and newsletters. She is also responsible for all internal communications, including a bi-monthly newsletter.</p> <p>Gabrielle’s writing is always succinct and clear. She takes time to define the purpose of an information product and its target audiences, and writes for the intended audience.</p> <p>When I need a scientific or highly technical document rewritten for a more general audience, I automatically give the assignment to Gabrielle. She is very skilled at converting technical information into plain language that our City Councillors or members of the public can understand. This is a highly specialized skill that in my experience few professional managers possess.</p> <p>By way of an example, the environmental management strategic plan booklet that she drafted creatively captured the philosophy and the mission of our Branch, and clearly explained in an engaging manner the new directions and innovations we are initiating. Gabrielle received multiple pages of documents from the operational areas of the Branch and was able to extract relevant information and extensively edit the text to produce a final product that is highly readable and conveys the most important messages about our Branch. I have received very positive feedback on this document.</p> |

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| <p>8. Ethical Conduct Expert understanding of complexity of ethics and the ranking of ethical considerations; directs others in making ethical considerations</p> | <p>Evidence</p> |
| <p>Weigh and rank a variety of factors that impact an ethical decision by assessing the consequences of various alternatives in order to ensure that my decision is the best one for the organization and I can defend my decision with sound rationale if needed.</p> <p>Make decisions about whether to intervene to assist an employee when obtaining information that was provided in confidence to another employee, by weighing the consequences of breaking confidentiality against the consequences of not intervening (and of intervening).</p> <p>Encourage staff to bring any ethical concerns about the organization's operations to me or to their direct supervisor in order to ensure that staff are aware of management's willingness to hear and act on concerns and thereby prevent staff from voicing their concerns outside the branch and jeopardizing the branch's reputation.</p> | <p>Gabrielle is a model of ethical conduct and I never hesitate in having her represent the Environmental Management Branch to local and national audiences.</p> <p>By modeling ethical behaviour, Gabrielle sets an example for her staff and makes it clear that honesty, integrity and transparency are paramount in all interactions, especially in relations to how we interact with residents of City and the information we provide them. I have no doubt that if Gabrielle's staff had a concern with the ethics of our operations, they would discuss it with her directly, knowing that she would be receptive to such concerns and would take appropriate action.</p> <p>Gabrielle is required to make ethical decisions and assessments regularly as the media spokesperson for the Environmental Management Branch, deciding which data and how much information should be provided to the media. She is able to be transparent, but at the same time explain issues or policies so that the media reports are accurate and not disparaging to the Branch, private company or individual.</p> <p>I expect Gabrielle to and she acts to assess and recommend when the Branch should confront actions by others that are of questionable ethics.</p> |
| <p>9. Ability to plan & execute research Superior ability to identify & define problems, determine appropriate methodology, assemble & direct research team in executing project & presenting results</p> | <p>Evidence</p> |

| | |
|--|--|
| <p>Identify specific objectives for customer satisfaction, awareness and participation survey of City residents, in a collaborative discussion with my manager, to ensure that results are useful to senior managers in making planning and policy decisions.</p> | <p>Gabrielle is responsible for leading the bi-annual customer satisfaction survey conducted for the Environmental Management Branch, as well as various types of research that enable other directors and I to make informed decisions about existing and new programs. She knows the limitations of her staff and when to engage private consultants' expertise.</p> <p>Gabrielle ensures that we get the results we need by discussing the research objectives for the customer satisfaction survey with me before finalizing the questions. She then interprets and summarizes the results, and provides me with critical information about what new directions or adjustments we should be considering for our programs.</p> |
| <p>10. Ability to lead others</p> <p>Able to translate policy into program & ensure that goals are met; takes frequent active measures to inform self about success of programs & corrects as necessary; is awarded leadership roles in prof. or non-prof. organizations; actively mentor other workers</p> | <p>Evidence</p> |
| <p>Review City Council's 10-year strategic goals to ensure alignment between my section's long-term goals and the City's long-term vision and goals. Discuss the long-term vision with staff to ensure that they understand the link between our programs and the broader City vision.</p> <p>Review annual branch budget document which identifies branch goals, strategies and outcomes, to ensure that my section goals and programs are consistent with what has been approved by City Council and all</p> | <p>Gabrielle is very much a big picture thinker without the detriment of not knowing when it is appropriate to pay attention to detail. She understands the vision created by City Council and the City's long term plan, and is able to link her programs to those goals.</p> <p>Gabrielle is respected by her staff as a decisive leader who listens to their ideas and concerns and provides firm and well reasoned direction.</p> <p>Gabrielle creates an environment where employees feel comfortable taking reasonable risks and being innovative and creative. I have seen this lead to a high performance climate where her staff feel empowered to achieve goals, but are also willing to change direction if needed. Given the</p> |

| | |
|---|---|
| <p>staff in my section are working toward common goals.</p> <p>Meet regularly with staff and listen to their assessments of the programs they are working on in order to steer change in direction if needed.</p> | <p>nature of the industry in which we operate, the latter is put to the test more often than not.</p> |
|---|---|

Please contact me at (xxx) xxx-xxxx should you require any additional information.

Sincerely,

Signature

Steve Kuric, P. Eng.
Manager – Environmental Management Branch

SK/ca

Official letterhead
The LYLE Partnership
Strategic Communication Solutions

Centre for Learning Accreditation
Athabasca University
1 University Drive
Athabasca AB T9S 3A3

April 10, 2012

Attention: Learning Accreditation Director

I am pleased to write this Letter of Attestation for Gabrielle Harvey. I worked with Gabrielle from 19xx to 19xx where she provided public relations services to my Provincial Travel marketing team and during the xxs when I hired Gabrielle as a communication consultant on selected projects for the City, and know her work quality to be of a high standard.

I am currently a senior principle in a public relations firm, The LYLE Partnership, serving municipal and economic development clients since 19xx in the areas of communication and marketing strategic planning, public consultation and communication and marketing program implementation. Our firm has been the recipient of several national and regional communication and marketing awards from the International business Communicators Association (IABC) and the Economic Developers of Canada (EDA) for work we have done for our clients.

Prior to 19xx I was the Branch Manager for Corporate Communications for the City and the Senior Manager for International Sales and Promotion for Provincial Travel. Previous to these positions I managed recreation programs and a provincial recreation association. Both of these recreation management assignments required extensive grassroots communication and coalition building.

While my undergraduate degree from a local university was in Physical Education, I have supplemented this education with various executive training programs including a Diploma in Tourism Management from another university and an Executive Management Certificate from yet another university.

In my capacity as Branch Manager of Corporate Communications we employed approximately 25 professional communication staff that included staff skilled in internal communication, media relations, strategic planning, creative design and production and media planning. I also had the opportunity to work with many students from a local college's Public Relations program on placement and summer assignments as well as other university degree programs from related fields.

The following is a list of learning statements provided to me by Gabrielle and my comments on her related skills and knowledge. Please contact me if there is need for additional information or clarification of what has been written.

1. Ability to work in teams: learning statement:

“Encourage team members to value each other by being a positive role model and listening attentively to members’ ideas and thanking them for their input, and giving feedback to team members about their value to the team and by addressing any signs of team members not respecting others’ input.”

In her role as a public affairs officer with Provincial Tourism, Gabrielle provided communications counsel to me and several other managers in the department. She was a team leader within the communications section, and she also worked closely with me as part of a small team that developed the Spirit of Province project, a 40 foot interactive travelling exhibit trailer that toured the United States and Canada for 18 months prior and following the 19xx Winter Olympics.

The project included the design and development of a major 5-part inter-active display, collateral material and the recruitment and training of exhibit staff. The exhibit toured several hundred major consumer-related events in large and small towns in targeted areas.

Gabrielle’s ability to build the promotional support team and work collaboratively with many different people, including writers, printers, designers, audio-visual producers, various staff in the production area of the Public Affairs Bureau and my own section, enabled her to facilitate the production of highly effective exhibits and several promotional materials in particular the major print brochure supporting the program. Gabrielle brought to the project’s key collateral product a fresh creative approach of telling our story ensuring that writing, photography and design of the program really grabbed the consumers’ attention with our key marketing messages.

In the early 19xxs, in the capacity of Branch manager of Corporate Communications, I hired Gabrielle to develop a multi-dimensional communication strategy to support the 200th Anniversary of settlement in the City area. She brought forward a creative but practical approach to the communication challenge integrating campaign messages, special events and a campaign structure that provided opportunities for many partners to work together cost-effectively. The strategy provided a foundational document for civic staff to secure over \$1.4 million in media support and participation of over 450 community partners.

In my opinion, Gabrielle worked at the same level of competence and excellence as other communications consultants I have worked with who had a bachelor’s degree in communications or journalism.

4. Ability to develop & maintain good working relations: learning statement:

“Be completely trustworthy so that my managers know they can rely on me, by ensuring I have a clear understanding of their goals and expectations, always meeting deadlines, and providing high quality work, which fosters a highly supportive relationship and contributes to organizational effectiveness.”

Working with Gabrielle as a fellow staff person working for Provincial Tourism, as a consultant hired for a particular project or now as a contact within the City I have found Gabrielle to be a valued resource. Over the years she has willingly shared her expertise in a manner that strives to add value to the desired outcomes while listening to and respecting the knowledge and experience of others. The style and approach fosters problem solving and tends to strengthen working relationships across a wide range of people.

5. Ability to think clearly & arrive at logical conclusions: learning statement:

“Evaluate the objectives and logistics of a traveling provincial exhibit to lure visitors to the Winter Olympics and collaborate with client to develop exhibits, audio visuals and collateral print materials to position province as a desirable vacation destination.”

The Spirit of Province Travelling Exhibit project provided an opportunity to deliver both provincial positioning and tourism industry marketing objectives. This was a complex project designed to convert media exposure of the Province resulting from hosting the Olympic Games into increased winter tourism business from key U.S. and Canadian markets.

The challenges facing the project team, which Gabrielle was a key member of, was to build a project that effectively balanced the many competing interests within the Provincial tourism market while retaining focus on those elements of our local market that could deliver success internationally. With a goal of increasing positive awareness as a tourism destination in the Province’s emerging tourism markets such as the U.S. eastern seaboard and increasing winter travelers from the more mature winter tourism markets within Canada, California and Texas the exhibit and promotional products had to cut through the clutter in highly competitive markets and inspire timely action.

The nature of the program garnered a significant provincial political interest and Gabrielle helped the team balance the provincial political communication interests with the specific travel marketing requirements in key markets such as Southern California.

Gabrielle’s ability to analyze the marketing and political objectives, target audiences and logistics of this complex project and arrive at practical effective solutions, contributed to focused, quality promotional material and a strong delivery of the message.

The results were immediate, generating increased tracked growth in market awareness in new markets and immediate travel conversation in the first year of over double the cost of the program.

Over the years I have had the opportunity to work for and with many senior professionals in the communications field and would certainly confirm that the experience gained over Gabrielle's professional career has provided a skill and knowledge base equal to or in many cases well beyond that learned through a degree program course load.

Yours truly,

Signature

Lyle Pillay
Principle, The LYLE Partnership

Summary of Community Relations Strategic Planning Sessions, August 20██

Introduction

Five groups of 3 to 6 section staff met to discuss specific public education programs: School Programs, Re-Use, Composting, HHW and Recycling. Participants were assigned some specific areas of research and brought their findings to the meetings. The groups discussed: trends, issues and weaknesses, strengths and opportunities, and priorities. They also identified those ideas that need further research before they can be adopted.

Summaries

School Programs

The partnership with the local school board continues to work well and is very popular with teachers. No major changes are anticipated for the grade 4 program, but a teacher feedback session will be held in 20██. (This was last done in 19██.)

Increasing numbers of higher grades, from junior high to post-secondary, are requesting tours and presentations. These will be accommodated wherever possible since they provide an important link to an age group that is typically more difficult to reach, has lower participation rates in recycling and is close to becoming householders.

Priorities

The teachers have observed that the learning we provide is often not being put into practice at the schools, representing a huge missed opportunity. They will explore practical activities that can be encouraged. For example, we will emphasize the importance of the Eco Station assignment, and will suggest additional ways to incorporate 3R activities such as collecting batteries, collecting

old school supplies for third world countries (eg., Tools for Peace), saving one-sided paper for reuse.

Other recommended activities:

- Bagged compost give-aways – small sample bags of our topsoil blend containing compost could be given to teachers, a link to both the Waste in our World and Plant Growth units.
- 12-month calendar – waste theme calendar could be used in a learning/display centre after the calendar year.
- [REDACTED] reception area – to brighten it up and make it more inviting, perhaps an historical or “garbage art” theme
- Website – could be an excellent regional public education tool for teachers and students

Questions: Will we be processing waste from the capital region, and will there be a need for regional school programs?

Recycling

The major new trend identified is e-scrap recycling. Governments and private sector companies across North America are developing recycling programs to deal with the huge growth in volumes of old computers, VCRs, cell phones etc. If the electronics recycling facility under the umbrella of Project Germany is established in 20[REDACTED], this will become a major focus of the public education activities around recycling.

Strengths and Opportunities

Recycling remains the one waste management activity that citizens relate to most readily, accept as “the right thing to do”, and commit to at a very personal level. As such, recycling is the door to further levels of participation in activities such as using Eco Stations, and reducing waste generation. The section will explore a more integrated approach to marketing (as opposed to separate campaigns for recycling, Eco Station use, and composting.)

People recycle out of a belief that they are doing the right thing for the environment. The environmental benefits of all the behaviors we encourage must be emphasized more. At the same time, recycling must be put into a broader

context as just one of the 3 Rs – greater emphasis should be placed on waste reduction.

Priorities

Research: a curbside participation study should be conducted in the fall. (This was last done in 19[REDACTED].) As part of a quantitative study also to be done in the fall, demographics will be analyzed. Research in other cities has shown that the 18 to 29 age group has the lowest participation level. This information will help us to target our communications better.

Partnerships: the section has delivered its promotions primarily without the support of community partners. Partnerships with the private sector increase the resources available for promotion and increase the awareness and support of the private sector. Examples of partnerships that will be pursued: the local media, local grocery stores and home renovation stores, electronics retailers and Clorox.

Cross-cultural communications: The section will determine if the non-English speaking, English-as-a-Second-Language, and ethnically diverse customers warrant special communications efforts.

Listening to customers: this is the most important component of marketing/promotions. Customers are the key to effective communications – they determine the message. Customer feedback must be collected in a more systematic manner. Examples include: tracking input received from Master Composters/Recyclers, formal research activities, and an improved system of collecting feedback from the Hotline and feeding it regularly to management.

Modeling best practices within the branch: this will tie into the Environmental Management System currently being adopted. The branch must do a better job of practicing what it preaches, within our own offices, at public events that we host, as a resident of Century Place.

Leveraging Council's support: the Mayor and councillors are very supportive of our programs. This must be nurtured and sustained. Examples: providing key messages to speechwriters and regular updates to city council.

HHW and Eco Stations

Traffic to Eco Stations has been increasing steadily since the first one opened in 1991 (17% in 1991, 25% in 2001 and 22% in 2002). A 2002 survey found that 80% of adult single family residents and 62% of multi family residents are aware of the Eco Stations. Awareness does not directly correlate with use though; only 56% of single family and 26% of multi family residents say they use them.

The type of material received at Eco Stations is increasingly waste other than HHW – recyclables and garbage. This is despite the fact that awareness of Eco Stations accepting all types of waste, not just HHW, is very low.

Strengths and Opportunities

Eco Stations are the most comprehensive waste drop-off facilities in Canada.

Top reasons for not using them: 36% of mf residents claim they don't have suitable transportation, an average 25% (of both sectors) don't have enough to make a trip worthwhile, and 20% claim they don't have any HHW.

The major opportunities: increase awareness that Eco Stations accept all types of waste; offer options for people who don't drive, and offer methods of collecting materials to make a trip worthwhile.

Residents are not informed of the consequences of their actions and the environmental message is lost. There may be opportunities in focusing more on the environmental benefits of using Eco Stations and alternatives to HHW and disposal of waste.

Priorities

- Research options for residents who don't drive or have difficulty getting material to an Eco Station. Ideas include: toxic waste pick-up whereby residents can book a special pick-up, a Take it or Leave it event where residents set materials out for other residents to pick up, or scheduled bulky item collection days.
- Research the possibility of providing a collection container for homeowners to store their HHW.

- Promote alternatives to HHW on website and other forms of communication.
- Develop partnerships to encourage Eco Station use. For example, with local retailers.
- Need to ensure more consistent messaging between Hotline and Eco Station staff.

Long term

- Residents are often dismayed that we do not compost the yard and wood waste they bring to an Eco Station. These should be chipped and made available to residents for mulch or as a carbon source for their compost. (Many residents in new neighbourhoods do not have a carbon source.) Eco Stations could become not only drop-off sites, but places to pick up a variety of products, including mulch, our soil mix or compost products, and leaves, in addition to paint.
- Waste starter kits for new residents – could partner with real estate agencies.
- Waste Directory – consolidate all our publications and possibly include other environmental information about the city. Drop city-wide with collection calendars.

Backyard Composting

(The Master Composter/Recycler Program has been reviewed in detail and is therefore not included in this summary.)

It can be safely assumed that the residents of City have higher awareness levels around composting since the co-composting facility was built, but there is no reliable data on how many people are actually composting in their backyards. A baseline must be established against which we can measure program effectiveness.

General trends in North America: gardening is growing in popularity. As gardeners become more knowledgeable and sophisticated, they are learning

more about soil amendments including compost. The consumer trend is also toward less reliance on chemicals.

Compost education messages are moving away from promoting waste diversion, to the healthy benefits of compost.

Strengths and Opportunities

The branch has many strengths to draw on, including a well-established Master/Composter program, a world renown composting facility, experienced staff who are committed to compost education, and managerial and council support.

Opportunities include:

- Making better use of the compost demonstration centre at local Nature Centre
- Making better use of Master Composter volunteers (as “compost doctors” and door-to-door visits)
- More community-based demonstration sites
- More community and retail partnerships
- Use of the Website
- Linking composting to GHG reduction
- Promoting low effort activities such as grasscycling
- Developing a social marketing plan specifically designed to increase backyard composting
- Create Master Composter Website – bulletin boards/chat site for volunteers

Priorities

- Baseline survey to determine how many people are currently composting, the barriers to composting, the demographics, attitudes etc of those who are composting.
- Set clear objectives for participation and develop a comprehensive social marketing plan.
- Revamp demo centres and approach (bring the centres to the people). Work with [REDACTED] staff re: demonstration area.

- Comprehensive Review of Master Composter/Recycler program

Reuse

During the past 3 years, the number of people attending garbage fairs and reuse roundups has increased an average of 40% per year. This is due partly to the change in format, with community leagues running their own garbage fairs and the contractor operating the larger reuse roundups, but it also underscores the residents' eagerness to participate in reuse activities when given the opportunity.

Greater emphasis on reuse would fit well with a move to focus more on environmental stewardship– Reduce, Reuse – then Recycle.

Strengths and Opportunities

- Residents are willing to participate in Reuse activities when it is convenient
- Reuse opportunities are not centralized anywhere and information is difficult to access.
- The internet offers tremendous opportunities for consumer exchanges

Priorities

- Contractors for the Reuse Roundups have submitted a proposal to the City Federation of Community Leagues, to house the contractor with this non-profit organization. The City would continue to provide funding. The CFCL would be eligible for grants and partnership funding to facilitate growth in the garbage fairs and reuse roundups. This proposal will be assessed over the next few weeks.
- Many cities have Reuse areas at their landfills (Take it or Leave it areas, Recycle Town, Garbage Reincarnation etc.). While the branch has one small program for setting aside reusable materials to be picked up by a charity, this could be expanded for residential use, whereby residents can help themselves to reusable items.

Long term idea

This idea can be expanded to include a very comprehensive variety of activities for residents – the [REDACTED] could become a place to not only drop off recyclables, waste and HHW, but also a place to purchase and learn about compost, drop off and pick up reusables, pick up mulch, look at postings for swap materials etc. It could become a totally integrated 3R and public education centre.

- Collaborate with the Salvation Army and possibly other charities to make clothing recycling easier and more convenient. (For example, kiosks next to depots are a good idea, but some logistical problems need to be remedied.)
- Calls from residents: residents often ask if we do pick-ups for the Eco Station, why we charge \$1.00 for tires when they've already paid the \$4 recycling fee up front, and why we don't compost the yard waste they bring to the transfer station and Eco Stations. Could the Branch not start chipping yard waste, and make the mulch available to residents?

Themes/ideas that were common to more than one discussion groups:

The methods of recording and disseminating comments and suggestions from the public via the Hotline must be improved. This valuable information could be channeled much more effectively to management.

We are not consistent with our messages to the public. Front line staff must be more aware of operational changes and key messages.

Public education partnerships with the private sector and other organizations offer tremendous opportunities and should be aggressively pursued.

City's environmental strengths should become a tool for promoting the city (rather than the current focus on economics and commercial advantages).

From: Gabrielle Harvey
Sent: Monday, January 31, 20XX 3:25 PM
To: [REDACTED]; [REDACTED]; [REDACTED]; [REDACTED]; [REDACTED]
Cc: [REDACTED]
Subject: 20[REDACTED] Section Plan
Attachments: PE Strategy 20[REDACTED].doc

Hi everyone,

Here is the 20[REDACTED] section plan we discussed at the last section meeting. As usual, it is by no means a complete list of all the work we do, but a good overview of the highlights. Please pay particular attention to the short term objectives that we're all working towards. And please share it with the people you supervise.

Also, review the 20[REDACTED] Highlights: a very impressive list of accomplishments which Steve will be sending to our GM. Thanks for a very productive and successful year!

I've already asked some of you for this; I would like each of you to submit to me 3 to 5 measurable goals for your area of work, which grow out of our section goals and objectives. We'll discuss these at our Feb.1 or 8 update meeting.

Thanks.

Gabrielle

STRATEGIC PLANNING & COMMUNITY RELATIONS SECTION

Minutes of meeting held, Dec 16, 20[REDACTED]

9:00 a.m. [REDACTED]

In Attendance:

| | |
|------------|------------|
| [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] |

Absent:

| | |
|------------|------------|
| [REDACTED] | [REDACTED] |
|------------|------------|

GABRIELLE

- News release re: collector safety was combined with snow removal in line with corporate goal to work more collaboratively
- Budget was approved – 500,000 was cut, did not impact Community Relations
- 20███ - Need to focus on – Multifamily recycling and grasscycling
- 20███ – Need to create new visual identity for branch
- Section plan with goals and objectives will be distributed next month



- Visual ID – New illustrations are due for a refresh – Have a few companies looking into the design
- PSA – Collector Safety – face to face communication
- No Open house for 20███
- Collection calendar – mail out – waiting for cost
- Assisted waste – A few ads out
- Xmas tree recycling
- Reel waste film festival – Working with George



- Develop observation deck at ████, will install second theater, will help tour system
- Program Specialists have been spending a lot of time at the reuse centre
- Sort it out – evaluating use by teachers
- Planning media relations around a school group visiting from other Canadian City



- Developing plan for new interactive education tools to be used as part of tours



➤ Statistics

| | | |
|--------------------|-------------|--------------|
| November | 10.7 Tonnes | 10.6 (20███) |
| December (to date) | 4.4 Tonnes | 5.5 (20███) |

Note: Currently at 1324 tonnes (end of Nov), already beat target of 125 by 7.4 tonnes.

- Still averaging 12 tonnes/month
- 8,352 customers have dropped items off (to date this year)
- Volunteer stats
 - 41 volunteers contributed 302 hrs in November
 - Currently at 3,200 hrs (end of November)
 - November newsletter went out

- ██████████
- Assisted Waste increased 30% in the fall – will do a blitz in January 20██████████
 - New visual identity in process – 3 focus groups to take a look a presentations and provide feedback
 - Enhanced research plan, on line surveys

- ██████████
- Mailed out Christmas message
 - Pot luck in February for volunteers
 - Venue for MCRP course next year at a local college
 - Holiday magic volunteers had a good time

- ██████████
- Idea guide – designed & posted for new year
 - Volunteer positions for George
 - Researching Police screening for Volunteers

- ██████████
- Both ██████████ and I continued to be busy 28 tours for December
 - With the exception of two grade nine classes, ██████████ and I continue to see mainly grade four students. While ██████████ gave a commercial tour to a potential commercial group from a local college, I gave a tour to a group called “Young Leaders in Action”.

- ██████████
- The December newsletter is out to staff, with the Recycling depot feature videocast to follow on website.
 - ██████████ video promotion plan: - Reuse Christmas tree web page is online
 - blog article for Transforming City blog sent to ██████████ for submission
 - ██████████ video and From Garbage to Compost video uploaded to ██████████ Youtube Channel - almost 400 combined views since upload
 - Assisted Waste Brochure redesign and text edits complete - sent to printers
 - March 2/██████████ Employee Recognition Event:
 - designed event poster
 - researching videos to show at event

Next meeting will be held on January 27, 20██████████ at 9:00 a.m., 2nd floor boardroom

██████████.

Section Meeting Dec 16, 20██████████

The City
██████ Open House Event Plan

TITLE: ██████ Open House

TEAM LEAD: ████████████████████, Waste Branch

COMMUNICATIONS TEAM LEADER: ████████████████████, Communications Officer,
AMPW

TEAM MEMBERS: ████████████████████, ████████████████████, ████████████████████, ████████████████████,
██████████████████, ████████████████████, ████████████████████, ████████████████████

DATE INITIATED: March 20██████

ANTICIPATED CONCLUDING DATE: September 25, 20██████

Strategic Imperative/Need

The City boasts one of the most advanced waste management systems in the world, and development of the site will result in more state-of-the-art facilities and processes. Though our fees are mid-range compared to other municipalities, city residents need to understand the value they are getting for the fees they pay.

The scale and scope of the City's waste management facilities is very impressive first hand, and not very easy to show in traditional media. This open house will give residents the chance to see these facilities for themselves, and interact with Waste Management Branch staff to learn more about our systems and what they can do in their homes to support the City's environmental initiatives.

Situation Analysis/Background

The City was one of the first municipalities to look at diverting waste from landfills using technology in 19██████. Since then, the City has been actively looking at ways to further that goal, and in 20██████, will be diverting 90% of the City's residential waste from landfill.

Tours and presentations are an important part of the Branch's outreach program.

Spokespeople

Primary Spokesperson: Gabrielle Harvey

Timing

Saturday, September 25, 20██

Tours start every half hour between 9am and 5pm

Audiences/Stakeholders

- City residents

Message(s) to Key Audiences

- City residents can be proud of the City Waste Management Centre as it is a world-class facility that is helping the City be a leader in environmental sustainability.

Measurable Objective(s)

- To have 750+ people attend the event
- To have 85% of people attending find the event useful
- To have 95% of people attending report they learned something about the City's waste management system

Implementation – Tactics and Timelines

Key Roles:

██: Project lead
██: Project lead while ███ is away, project plan, media/production support
██: Project logistics, ordering on-site needs (buses, concession, signage, porta-potties, janitorial/waste etc),
██: Site plan, Site “needs” – electrical, water, etc.
██: Tour schedule/stops/logistics
██: People management – staff and volunteer roles/requirements
██: Activity coordinator

| Tour logistics | Responsible | Deadline | Notes |
|---|-------------|-----------|---|
| Tour schedule done | ██ | July 29 | |
| Shuttle and tour buses booked | ██ | August 6 | |
| Outline video outline | ██ | August 20 | |
| Arrange entry into MRF, GEEP, Composter | ██ | August 20 | For now same as last time |
| Tour stops mapped out | ██ | August 27 | |
| Order portable PA systems | ██ | August 27 | |
| Figure out timing for theatre presentations | ██ | August 27 | Alternate theatre “tour” and history show |
| Tour “script” written | ██ | Sept 10 | Gabrielle to review |

| | | | |
|---|------------|---------|--------------------------------|
| Determine tour guides | ██████████ | Sept 10 | |
| Create registration area needs (posters, slips with tour times, etc.) | ██████████ | Sept 17 | |
| Create theatre presentation | ██████████ | Sept 17 | |
| Create welcome/info piece for people as they arrive | ██████████ | Sept 22 | What to do, list of activities |

| Site logistics | Responsible | Deadline | Notes |
|---|-------------|-----------|--|
| Create site plan for activities and vendors | ██████████ | August 13 | Consult ██████ RE vendors |
| Order porta-potties / garbage cans | ██████████ | August 18 | |
| Order tents | ██████████ | August 18 | 10x10 for tour registration, 20x40? for parking lot activities |
| Book concession for the event | ██████████ | August 27 | Prefer vendors with a trailer/awning, set up earlier so they are ready for lunch rush |
| AV equipment ordered | ██████████ | Sept 10 | Not sure what's needed yet |
| Electrical needs | ██████████ | Sept 10 | |
| Rental equipment | ██████████ | Sept 10 | Same as last open house? (check with ██████ if she needs more for the kids activities) Stanchion for hallway? |
| Security/first aid determined | ██████████ | Sept 10 | Same as last open house – ID sites available |
| Make arrangements for smooth traffic flow | ██████████ | Sept 10 | Same as last open house – use staff to direct traffic |
| Shuttle for staff/volunteers | ██████████ | Sept 17 | ██████████ to drive the mini bus |
| Site and event signage | ██████████ | Sept 17 | Need a new sign directing people to the classroom. Sign showing the theatre presentations. Sign saying “volunteer/staff access only” for hallway |

| Staffing/volunteers | Responsible | Deadline | Notes |
|---|----------------------|-----------|---|
| Initial staff plan completed | ██████████ | August 13 | |
| Invite dignitaries | Gabrielle | August 13 | |
| Create info package for volunteers – pre event | ██████████ | Sept 10 | Parking, basic event details |
| Staffing plan finalized, positions all filled | ██████████ /Gabriele | Sept 15 | |
| Order food/drinks for the volunteers/staff | ██████████ | Sept 17 | Using vendors created long line-ups. Consider buying food specifically for volunteers |
| Create info package for volunteers for day-of details | ██████████ | Sept 17 | Security, first aid, basics of the event, |

| | | | |
|--|------|---------|--|
| Name tags made | ████ | Sept 22 | One colour for staff, another for volunteers |
| Volunteer sign in forms/schedule | ████ | Sept 22 | |
| Get cell phone numbers for all tour guides and key personnel and distribute to event planning team | ████ | Sept 24 | |

| Activities | Responsible | Deadline | Notes |
|---|-------------|-----------|---|
| List booths/activities to be included | ████ | August 6 | Anything with \$ attached will need approval from Gabrielle. █████ wants a better Eco Station display. 2 worm composting displays |
| Book █████ van for Sept 23/24 | ████ | August 6 | |
| Do an initial plan of what activities go where | ████ | August 13 | |
| Assign a "lead" for each activity area | ████ | August 13 | Already mainly determined – same as last time |
| Determine how many volunteers are needed for each activity | ████████ | August 27 | |
| Order t-shirts for staff/volunteers | ████████ | August 27 | More smalls. |
| Gather a list of materials needed for each activity | ████ | Sept 10 | |
| Laptop door prizes | ████ | Sept 10 | Find out if █████ can donate two laptops again |
| Collect █████ materials for the event | ████ | Sept 17 | |
| Create an "event kit" with office supplies and whatnot for "just in case" needs | ████ | Sept 17 | Same as last time |
| Door prizes | ████ | Sept 17 | Discuss prizes – idea is to have less, but more valuable. Also, do we need a "fist 100" prize? |
| Create raffle entry forms | ████ | Sept 17 | Consider outsourcing the printing as it'll reduce time cutting |
| Gather materials for activities, get out to █████ | ████ | Sept 24 | Take out first thing in the morning so there's more time for set up |
| Set up displays | ████████ | Sept 24 | Have various groups help with each of their areas |

| Media/promotions | Responsible | Deadline | Notes |
|------------------------------|-------------|----------|-------|
| Information on waste website | ████ | July 29 | |

| | | | |
|--|----------------|------------|--|
| Article sent to City Link, community newsletters | ████ | July 29 | |
| Promotional plan created | ████ | August 6 | Ads run in September |
| Copy for ads done | ████ | August 8 | |
| Book space on front of █████ | ████ | August 10 | |
| Ads sent for design | ████ | August 10 | |
| Ad buy finalized | ████/Gabrielle | August 10 | |
| Handbills sent for design | ████ | August 10 | |
| Sign for █████ ordered | ████ | August 10 | Need to only do the date piece |
| Open House posted to various calendars online | ████ | August 10 | |
| Handbills delivered | ████ | August 18 | Fan out to eco stations, █████, big bin events |
| Determine media availability | ████ | August 20 | One time or all day? |
| ████ handout | ████ | Sept 10 | Reprint needed? If changes are needed it will need to started sooner |
| PSA | ████/Gabrielle | Sept 21 | |
| Have event posted on Twitter | ████ | Sept 22-23 | |
| Post event on Facebook | ████ | Sept 22-23 | |

| Evaluation | Responsible | Deadline | Notes |
|-------------------|----------------------|-----------------|--------------|
| Create survey | ████ | Sept 10 | |
| Surveys delivered | ████ | Sept 17 | |
| Tabulate results | ████ to find someone | Sept 30 | |

Volunteer/Staff Requirements (not updated for September open house)

| Job | Number people | Staff | Volunteer |
|---|---------------|------------------|-----------|
| Man tour booking tent | 2 | 1 | 2 |
| Greeters/parking (welcome, park, get your time) | 3 | - | 3 |
| Volunteer room attendant and reception desk | 1 | 1 | |
| Media spokesperson | 1 | Gabrielle Harvey | - |
| Question and Answer people (█ to pick 3 staff) | 3 | 3 | |
| Tour guides | 6 | 6 | |
| Greys booth (Greys to choose) | 1 | | |
| Worm composting display | 4 | | 4 |
| Reuse centre activities | 4 | 1 | 3 |
| Reception desk | 1 | 1? | |
| Recycling display | ? | | |
| EcoStation | 1 | | |
| Volunteer program display | 1 | | 1 |
| Compost sales | 1 | █ | |
| Garbage Collection safety | 2 | █ | |
| Assisted Waste | 1 | 1 | |
| Commercial Waste | 1 | 1 | |
| Recycling display | 1 | | 1 |
| Composters (optional) | 2 | | 2 |
| Admin building Intersection control | 3 | 3 | |
| Intersection by IPTF | 1 | █ person | |
| Washroom maintenance | 1 | 1 | |
| Surveyors | 2 | | 2 |
| █ Recycle | 2 | | 2 |
| Back area monitor | 1 | | 1 |
| Floater (up to █ to decide if necessary) | 1-2 | | |
| Greeter at █ | 1 | 1 | |
| Errand runner | 1 | 1 | |
| Face painters | 2 | | 2 |
| Grasscycling | 1 | | 1 |

9. Budget

Budget to be determined and managed by Waste Management Branch. Media related material has no costs associated.

10. Measurement and Evaluation

- Number of people attending the event
- 85% of attendees reporting they were satisfied with the event
- 95% of attendees reporting they learned something new about City's Waste Management System

11. Sign off Requirements/Approvals

- Gabrielle Harvey will sign off on all materials for this event (tour script, brochures, posters, displays, PSA, etc.)

Volunteer/Staff Requirements

| Job | Number people | Staff | Volunteer |
|---------------------------------------|---------------|-------|-----------|
| Man tour booking tent | 3 | 1 | 2 |
| Greeters (some by admin, some roving) | | - | |
| Volunteer room attendant | 1 | | |
| Parking attendants | | | |
| Media spokesperson | 1 | 1 | - |
| Tour time watcher | 1 | 1 | |
| Question and Answer people | 3 | 3 | |
| | | | |
| | | | |

Signage Requirements

| Sign | Located |
|---|---|
| No Parking | |
| Tour Registration | For on front of 10x10 tent in front of admin building |
| Media Parking | For row of parking in front of admin building |
| Tour Starts Here Next tour | For tour bus stop in front of admin building |
| Shuttle to [REDACTED] | For [REDACTED] stop in front of admin building |
| Shuttle to [REDACTED] Waste Management Centre | 2 needed for each of the [REDACTED] busses |
| | |

Activities

| Activity | Lead person | Materials needed |
|---|-------------|--|
| [REDACTED] booth | | |
| Reuse Centre kids activities (in classroom) | [REDACTED] | |
| Historical film | [REDACTED] | Sea can, or portion off a section of the classroom |
| Blue Bin | [REDACTED] | Talking blue bin Table |

| | | |
|---------------------------------------|---|-------------------|
| Collectors – truck and safety display | | Garbage truck |
| Compost sales | | Table 2 chairs |
| Question and answer booth (in atrium) | ■ | |
| | | |

Communications Plan

For the City Police Service

Community Based Policing

Draft #3
November 12, 19█
Prepared by Harvey & Associates

Introduction

The City Police Service is embarking on the most important transition in its 100-year history – the transition to Community based policing.

Community policing represents a new philosophy and a new approach to policing that stems from the City Police Service's core value statements – Committed to Community Needs. It grows out of a necessity to provide more effective policing in the face of restricted budgets, and increasing crime rates.

The City's Police Service has 35 fewer police now than it did 10 years ago. During the same time, the City's population grew by close to 100,000 people and calls to the department increased by an almost equal number. The resources to continue the 'old' mode of delivery simply are not, and will never be available.

While the concept of Community Policing is not new (in fact it is a return to the traditional roots of policing), it has been fully implemented in very few North American cities. The City's model was developed internally to meet the specific needs of the City. As such, it represents a courageous and innovative new direction, which will be closely monitored by other police services across the country.

The main principle behind community policing is to view the community as the 'customer', and to serve the 'customers' needs as opposed to the organization's. The 'front end', those officers in direct contact with the community, are the most important component of community policing.

In order to realize this new vision of policing, both the culture and the structure of the organization are being changed. The major components of that change include a new service delivery system whereby citizens will be asked to visit community stations to receive police service for non-emergency incidents. Sixteen stations will be in operation by early 1995. As a result, police will respond to fewer service level calls, which will free up patrol members to do more problem-solving – to provide quality, preventive policing at the community level.

The Communications Challenge

While community based policing is largely an internal philosophy that involves organizational changes, a new style of leadership and a new way of thinking for all employees, it cannot be achieved without the participation of all City residents. It demands a higher level of involvement from many sectors of the community.

The challenge is to identify these sectors (the target audiences) as precisely as possible, and to understand their needs, concerns and interests – their psychographics as well as demographics. Our message to them must then be clearly identified. They must receive

enough information and the right information to lead to behaviour changes. Once we have established the desired results, the target audiences and the key messages, the most effective channels of communication can be determined.

Direct Benefits (to the target audiences)

1. Quality Service: The primary benefit to the people of the City is more effective, 'quality' policing at the community level.

2. No telephone delays: Individuals will no longer have to wait for extended periods of time to get through the main telephone complaint line. They will be able to call a community station or take their complaint to a local station at their convenience.

3. Personalized service: By dealing with an officer face to face, people will receive more personalized service. With one or two constables to deal with on a consistent basis, they will get a high level of service from officers familiar with their neighborhoods.

4. Faster emergency service: As more citizens use the stations, police will be able to respond more quickly to priority calls that require an officer to be on site.

Key Messages

1. Community policing is much more than 'working closely with communities'. It is a fundamental change in policing that affects all procedures and systems to ensure they meet the real needs of City residents. It is based on customer service.

2. Community policing enables the police service to provide a more effective service, resulting in quicker patrol car arrival time, and quicker telephone response times.

3. Community policing requires the active participation of citizens. In turn, they will receive better (ie. more personalized, more effective) service.

Objectives

To establish a high level of awareness and effective use of the City's 16 community police stations, diverting 60 per cent of all dispatched calls to the stations.

To create widespread awareness and positive acceptance of the City Police Service's new community based policing.

To increase the visibility and accessibility of the Police Service in the City communities and to foster a high level of trust between the police service and the citizens it serves.

To create a positive awareness of the City Police Service as a group of highly motivated, caring individuals who are committed to the welfare of City residents.

Target Audience Analysis

Primary: adult residents of City

1. frequent or repeat users of the police service. 79% of all calls for service are from repeat callers (within the year). These people can be best identified through a geographical breakdown of neighborhoods that generate the highest number of calls. Since the 21 beat offices exist in the top 45 busiest neighborhoods, these neighborhoods provide a good sample for analysis. See Addendum A for demographic analysis.
2. non-users, or non-repeat callers: these are people who may not place a single call in the next year, but are potential users. They are concerned, taxpaying citizens with political influence. The demographics of this group are different, including higher education and higher income levels.

Secondary:

- City Police Commission
- members of City Council
- the business community
- employees of CPS
- media
- schools (children, youth, and teachers)

Strategy

A two-tiered communications approach is recommended: Phase I – Awareness Creation, and Phase II – Information Dissemination.

Phase I will aim to create a high level of immediate positive awareness over a short period of time – 2 – 3 weeks. The objective is to create a high ‘reach’ of the target audiences. (As many people as possible will be exposed to the message of community policing.)

The purpose of Phase II is to provide audiences with adequate information to change their behavior – to begin using the community stations effectively. This information will need to be repeated through a variety of communications vehicles over a longer period of time – at least 3 months – and then sustained for the long term. Certain levels of ‘frequency’ need to be achieved before people will act on their new awareness.

In summary, a very concentrated burst of communication from Jan 6 to approximately January 26, will be followed by a longer program of communications to reinforce the

message, using a variety of methods including print material, advertising and community relations activities.

The overall tone of the campaign should be personal, warm, and human. It should convey a high level of integrity, honesty and candidness and a genuine willingness to provide a higher quality of service to City residents.

Background to the Supporting Document # 12

The multi family recycling project was driven by a business need to reduce the amount of contamination received in the apartment blue bins, which was causing equipment breakdowns and increasing the risk of injury to staff at the recycling facility.

I assigned this project to my senior social marketing coordinator by defining the goals and the scope and directing him to work with a pool of staff that I chose. I also gave him a firm budget and overall guidance throughout the planning and implementation.

The supporting document is a presentation that I have given at recycling conferences, to explain how we use social marketing to achieve behavior change. It summarizes at a very high level, the scope and the results of the project.

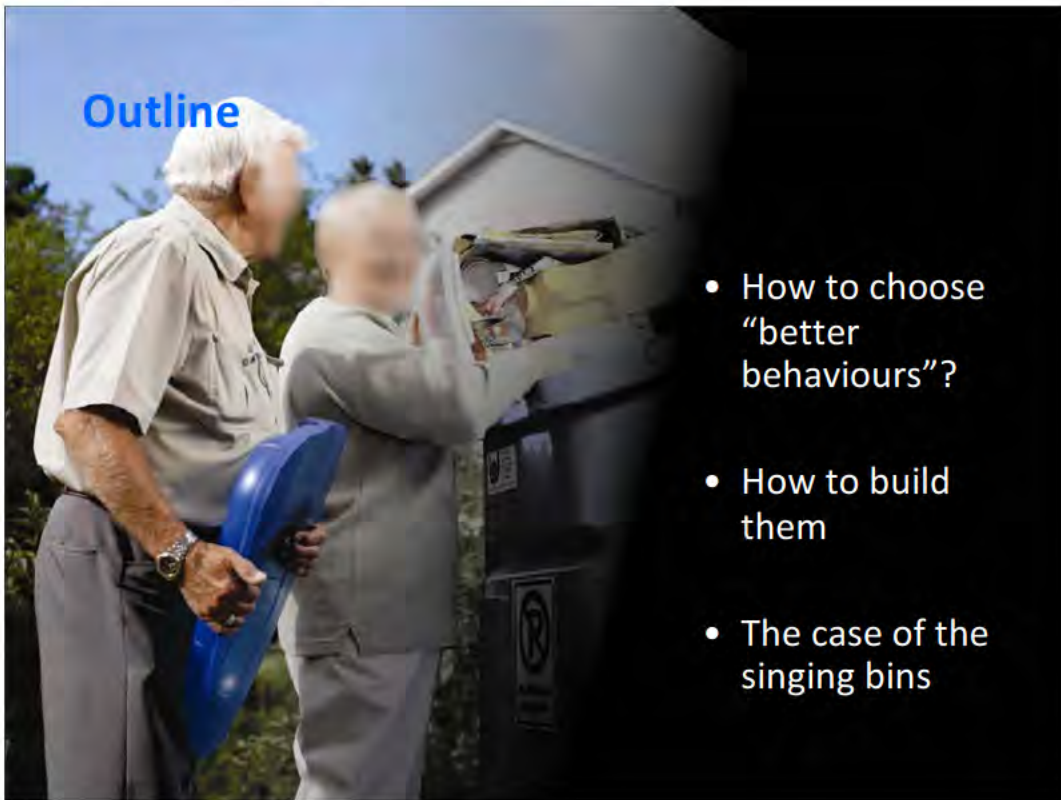
Building Better Behaviours

Mobilizing the Community
One behaviour at a time

The City
October 13, 201X



•Thanks ____ and Good morning everyone.



My objective today is to give you a brief overview of

- How we decide which behaviors to focus on,
- How we build those behaviors,
- And then I'll give you an example with our most recent campaign that featured the controversial singing blue bins.

I'll end with a few lessons learned that hopefully you'll find helpful if you work in the area of social marketing.

A highly integrated system



- First, some very quick background on the city:
- Our city is the 5th largest city in Canada, with a population of 783,000.
- We service 324,000 households (about 55% single family households, and 45% multi-family households)
- Since our 30-year waste management strategy was approved in 199X, we've been building one of Canada's most comprehensive waste systems. Our strategy is focused on diverting as much waste as possible from landfill.
- Many public meetings were held during the 80s and 90s and the input from citizens helped shape our strategic plan.
- As a result of the extensive public input, we now have a very integrated and sustainable waste system.
- We have 3 main areas of operation:
 - community relations, where we educate and encourage residents to participate in activities such as recycling and taking HHW to an Eco Station,
 - Collection – the collection of residential waste and recyclables; and
 - Processing & Disposal, where we manage the waste we've collected.

Social marketing key part of the system

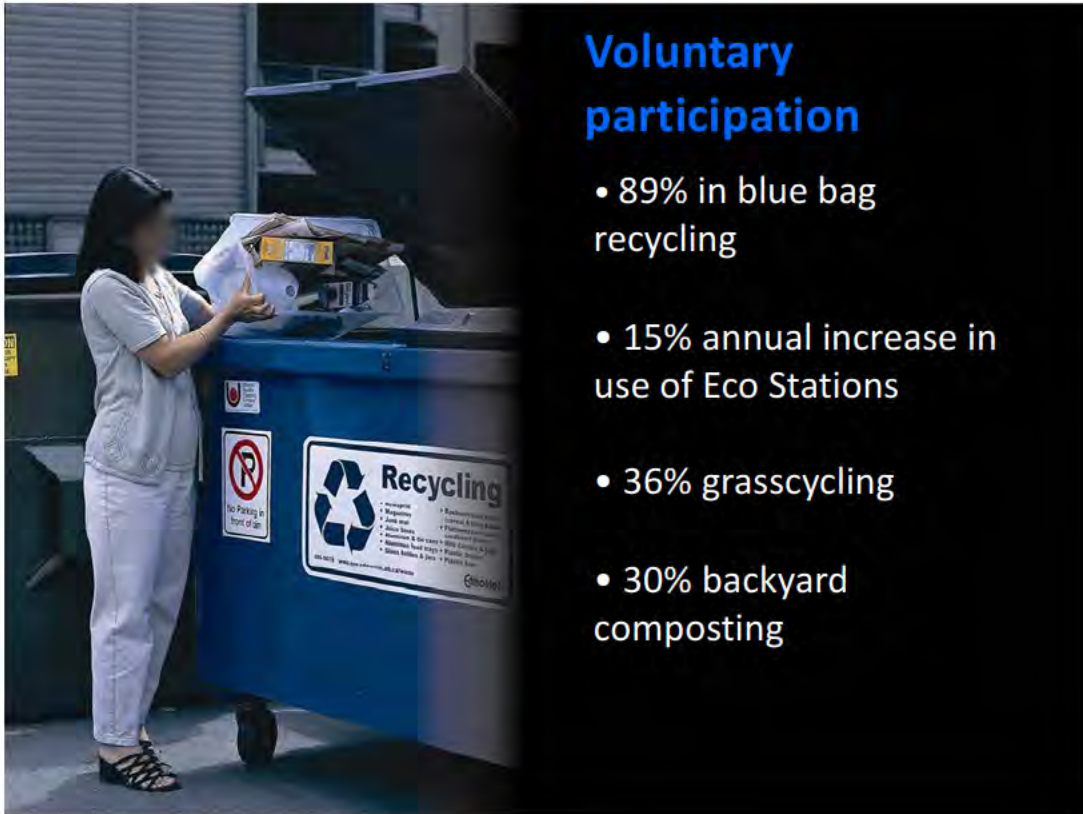


Social Marketing is now an integral part of our system.

Our community relations section is responsible for educating City residents about waste behavior as well as listening to the residents to ensure our programs meet their needs.

We give tours to 17,000 students and teachers each yr, we have a MCRP, we run a customer support centre, and a Reuse Centre and we deliver a wide variety of outreach programs.

We use the principles and techniques of community-based social marketing to change behaviour. Social marketing as many of you know goes beyond communication and uses a variety of behaviour change tools.



Voluntary participation

- 89% in blue bag recycling
- 15% annual increase in use of Eco Stations
- 36% grasscycling
- 30% backyard composting

Our emphasis on Social Marketing has helped the City achieve high participation rates in a number of voluntary waste practices.

- 89% in blue bag recycling
- 15 % annual increase in use of Eco Stations for HHW
- 36% participation in grasscycling (single family households)
- 30% participation in backyard composting (single family households)

There is virtually no enforcement of the waste bylaw – all activities are voluntary and are fostered by the relationships we build with the community.



Choosing best behaviours

- Increase recycling rates and quality of material
- Reduce HHW in waste stream
- Increase waste reduction and reuse practices
- Sustain compliance with waste preparation

There are a number of behaviors we need residents to practice on a regular basis. These are the major ones:

Recycling – which of course includes recycling the right materials so our processing facilities can operate efficiently

Reducing the HHW in the waste stream – for the quality of our compost and for worker safety

Waste reduction and reuse – primarily composting and grasscycling to reduce the volumes that need to be collected

Proper waste set-out – for collector safety and efficiency

Those are the major activities that we need residents to engage in, to meet our strategic plan as a branch and to ensure that our system works efficiently.

One behaviour at a time

- Reflect business needs
- Focus on one behaviour
- Maintenance after building
- Partnership with residents



Each year we develop a strategy based on our business plan and budget for the year.

We focus on one behaviour at a time for major social marketing and communications programs.

But we also need to maintain that behaviour on an ongoing basis after we've launched it. For example, in 200X we launched a grasscycling social marketing program and we saw participation increase from 29 to 36%. But 5 years later, since we haven't been maintaining the program, that participation has dropped slightly. So we can see the direct effects of not maintaining a behaviour.

One of our ongoing challenges is maintaining a number of behaviours simultaneously. Last year our major focus was on mf recycling, but we also opened a third Eco Station and ran a reminder campaign about HHW; and we delivered a collector safety campaign to remind residents to package their waste properly.

We see our waste system as a partnership between the City and the residents. We need the residents to engage in certain behaviours for our system to work. So our work, like all social marketing, is extremely audience-centred and behaviour-focused. This means that we conduct research regularly and we collect input from residents on a formal and informal basis to help us understand their awareness levels, their motivations and their actual behaviours.

Case study: multi-family recycling

- Multi-family Recycling – 2002 Launch
- Extensive social marketing campaign
- Success and rapid growth: 90% participation in 2006



Last year we focused on mf recycling.

The blue bin recycling program for apartments and condominiums was actually introduced in 200X.

The original program launch included an extensive social marketing campaign inviting property managers to sign up for the service and encouraging mf residents to participate in the program.

A “guerrilla” marketing force delivered information and promotional material to virtual every multifamily suite in the City.

In 20XX, 4 years after we launched the program, 90% of mf residents who had a blue bin were using it.



The Blue Bin Blues

- 2009: participation down to 80% and contamination up
- Research – 2009 pilot project to test bins and public education
- Public education was recalled but the measurement was not precise

But in 20XX our biannual customer satisfaction survey found that participation had dropped to 80%. And reports from the MRF indicated that contamination rates were increasing and the incidence of plant shutdowns because of inappropriate material was increasing.

As with all social marketing programs, we started with research including intervention interviews at apartments. A 20XX pilot project tested modified bins that prevented full opening of the lids to prevent residents from placing large non recyclable items (mattresses, furniture, carpets etc.) in the bins.

Information and promotional material was also distributed directly to residents in the pilot areas to test the effect of public education on increasing recycling and reducing contamination.

When we surveyed the residents in the pilot area, we found that the recall was quite high and people found the information and method of delivery useful.

Bins in the pilot area were inspected on a regular basis with photos taken of contaminants. The Modified bins were deemed to be of limited success in preventing contamination.

We inspected the bins and took pictures of the contamination but it wasn't a precise enough form of measurement. What we really needed was actual weight of contamination for the pilot area but the sample size was too small to really assess cause and effect. A larger sample size and actual weight of contamination would have been more helpful.



Multi-media campaign

- Goals: increase participation & reduce contamination
- Radio, transit campaign
- Bin decals, singing bins

Based on the success of the public education material in the pilot, we decided to go ahead with a public education campaign. The goals were to increase participation in blue bin recycling and to reduce the nonrecyclable items multifamily residents were putting in the blue bin.

The target for the campaign was 18-40 year olds living in multifamily residences. Radio was the major component of the \$150,000 campaign with ads on five radio stations that provided blanket coverage of the target audience. That was supported by transit.

We worked with our ad agency to develop a conceptual theme that would carry through advertising and other promotional activities. The theme was “don’t give your blue bin the underused blues” (or the misused blues: alternative wording for increasing participation and reducing contamination respectively).

Decals inviting multifamily residents to “keep recycling” were installed on 800 bins to reach residents as they put out their garbage and recycling. This thinking was extended to the idea of having the bins actually “talk” to residents. As they lifted the lid of their blue bin, they heard this message:

(play sound device)

The Motion activated sound devices were installed in about 300 blue bins across the City

Blues kick-off

- Singing blue bins
- Media launch
- Extensive media coverage



We kicked off the campaign with a media event, which we had never done before for a public education campaign. We had a talking blue bin in City Hall, and here you can see XXXX interviewing the bin. XXX XXXX was hidden behind a tree, providing the voice of the bin.

The talking “talking blue bin” event received a lot of media attention with most local media in attendance. For the most part, the coverage was positive, the campaign received national and international attention. But one local newspaper misreported the cost of the talking blue bin element, reporting that the talking bins were costing taxpayers \$150,000, when in fact that was the cost of the entire campaign .

The quirkiness of the idea saw the story carried on national radio, syndicated radio talk shows, national newspapers, with requests for information from international media outlets as well. One local radio station featured a raunchy version of a blue bin blues ditty penned by one of their morning on air personalities.

Once we started installing the sound devices, we discovered a number of logistical problems. For example the volume just wasn't high enough in some high traffic areas, and we installed about 200 instead of the 1200 we had initially considered. A lot of them were also removed from the bins.

Building behaviours

- Talking blue bin outreach
- Property manager liaison
- Overcoming cultural barriers



A key to social marketing success is to supplement media campaigns with a variety of outreach activities and programs that engage the target audience through direct interaction. These outreach activities built on the awareness created in the ad campaign and gave people the tools they needed to recycle more and better.

The talking blue bin concept worked much better in a more controlled environment. An interactive educational recycling game was developed using a sound device that allowed the game supervisor to have a custom made blue bin (suitable for transporting to events and displays) make positive or negative comments on the items participants chose to throw in the recycling bin. During June, July and August more than 7000 people tried out the “recycling game” at malls and major events.

The property manager liaison program uses the branch’s community volunteers to initiate and build a relationship with property managers and enlist them as partners in helping to deliver information and support to multifamily residents. The first part of this program currently being rolled out: volunteers deliver “new tenant” packages to cooperating multifamily complexes.

We found in our research that a high number of tenants did not speak English so we’re creating information products in 3 other languages.

MRF video, Open house, Urban Recycler other examples

Integrated solutions

- Changing the way we process recyclables
- Expanding the blue bin program
- Interactive education programs
- Measuring contamination



The solution to increasing MF participation and decreasing contamination is an integrated one that involves collection, processing and education. We're currently looking at modifying the processes at the MRF and adding a step to remove contaminants on the tip floor and prevent them from making their way onto the processing line and causing machinery breakdown.

We also want to expand the blue bin program. Currently about 65% of multifamily suites have access to a blue bin. Some sites simply can't accommodate another bin and can't join the program, but we estimate at least another 20% could and we'll be approaching them next year to bring them on board.

We will continue to make the "recycling game" and other educational activities a part of our displays at events, trade shows and branch programs. We're also planning to expand the property management liaison program and to build grass roots community partnerships.

As we start efforts to more effectively separate out contaminants on the tip floor at the MRF we have also added a step that weighs the various categories of contaminants. That measurement will give us the hard data we need to assess our effectiveness.

Results & lessons learned

- Blue bin blues campaign survey
- Increased volumes received at MRF
- 20XX Customer Satisfaction survey
- Improved campaign measurement capability



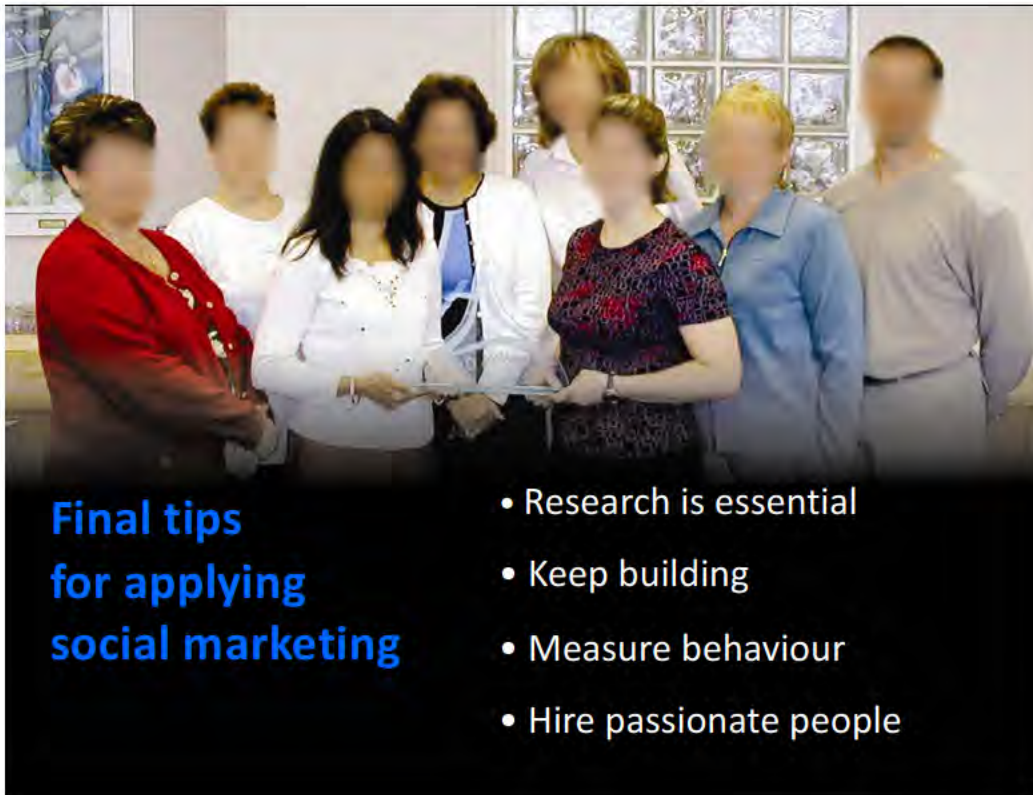
A campaign recall survey revealed a 52% campaign recall and about half the respondents identified the key message as “make sure you put the right things in the bin”. We thought a 52% recall was quite good.

We also saw increased volumes at the MRF. In the three months following the campaign recycling was up 8% (over 20XX tonnage vs less than 2% for the 4 months prior to the campaign.)

Our next Customer Satisfaction Survey will take place in 20XX and we will be able to see if the participation rate has increased from the 20XX level of 80%.

2 key lessons we learned: one is to do comprehensive field testing if you’re introducing something that needs to work in the field such as sound devices. We needed more lead time to test those devices, so we really should have started our planning at least 6 months prior to launching the campaign.

The other key lesson is the importance of reliable forms of actual measurement. With the separation of contaminants on the tip floor and the weighing of the different categories of contaminating items we’ll be better able to measure the impact of recycling campaigns in the future. We’ll even be able to create and evaluate campaigns that target specific contaminants by category – scrap metal, electronics etc.



Some final tips for social marketing:

Research is essential if you're trying to change behaviour. If you're just reminding people to do more of something, such as taking HHW to an Eco Station, then research is probably not needed. If behaviour change is the goal, then you need to identify the most significant barriers. Perceived benefits and demographics are also helpful.

And keep building the awareness, and the behavior change. Don't rely on one form of communication or behaviour tool. The cumulative impact is what works.

Measurement: make sure you have a reliable method of measuring the behaviour change. And let your audiences know about their success. People like to know they're part of something bigger that is successful.

The last one, which you find in most social marketing text books, is to hire passionate people. We have 23 people in our section who truly believe in our goals of waste reduction and live what they preach. We hire people who are Master Composter/Recycler graduates, or they have an obvious passion for this subject. Their genuine belief in what they're promoting makes them self-motivated and engages people. It's their commitment and their enthusiasm that makes those strategies that exist on paper really come to fruition.

Project Charter

Project Name:

Assisted Waste Collection

The Challenge / why are you doing the project?

- To provide collection services (recycling and refuse) to those individuals who cannot take household waste to the collection location and do not have someone else in their home who can do it. This includes those individuals with long term disabilities and those with disabilities for a minimum of 3 months.
- To improve the City's liveability as per City Strategic Plan 200█ - 201█.

Project Goal Statement (SMART Specific, Measurable, Assignable, Realistic, Time)

- To provide household waste collection service to those with a demonstrated need for assisted collection service.
- Collection service to commence on September 8th, 200█ or sooner, depending upon number of approved applicants received after distribution of applications and pamphlets. Approved requests will be dealt with by collection services section within 7 days of receiving information from Community Relations (i.e. Field Order).
- Strategic Planning and Community Relations to coordinate information dissemination, applications and approvals, along with maintaining customer data base.
- Collection Services to contact applicants, inform them of collection procedure, and provide service.

Key Deliverables

1. Develop criteria for service and application form.
2. Develop implementation Plan.
3. Approved applications and maintain data base.
4. Provide collection service
5. Communicate to potential applicants/stakeholders, the program and application process.

Project Charter

Imperatives: *(Must Have)*

1. Determine criteria for service and application form.
2. Community relations area will be responsible for approval of applicants.
3. Develop implementation plan.
4. Maintain data base
5. Assign resources (manpower, equipment and materials)
6. Have material taken to collection location for pickup on normal scheduled collection day.

Desirables *(Nice to have)*

1. Provide service on a callout basis
- 2.
- 3.

Stakeholders

| Internal | Role | In what capacity |
|------------------------------|-----------------------|--|
| Branch Manager | Sponsor | Approve Project Charter which includes service levels. |
| Director Collection Services | Project Manager | Budget for manpower and equipment. Oversee the project. |
| GS Collection Services | Operations Supervisor | Coordinate manpower, equipment and materials. |
| Collection Supervisor | Field coordinator | Field coordination and servicing of approved applicants (including service information communicated to Community Relations group). |
| Refuse/Recycling Collectors | Collector | Provide service to approved applicants. |

Project Charter

| | | |
|--|---|---|
| Director of Strategic Planning & Community Relations | <ul style="list-style-type: none"> • External liaison with stakeholders • Approve applicants and maintain data base | Develop application form and pamphlets for the program. Final approval of applicants and maintaining data base of applicants (approved & not approved). Communicate program to interested public. Liaise with Health Region and other stakeholders. Communicate with collection service and approved applicants. |
| External | Role | In what capacity |
| Health Region/ Other Home care providers | Inform potential customers of assisted waste collection program. | Distribute applications for service and information pamphlets. |
| Council | | Budgetary approval. |
| | | |

Assumptions (Risks)

1. There is a need for this service
2. Council buy in for project
3. Funding is available for manpower and resources (budget approval) if demand exceeds budgeted amount.
4. Project approved applicants does not exceed 2,000 in first year.
5. Timely receipt of information on approved applicants from Community relations.
6. Some recipients of the service may be perceived by others to not have a real need.

Constraints

1. Costs not to exceed \$ 341,000 (338,000 operating budget and 3,000 community relations)

Project Charter

2. Approval of initial applicants to commence July 31, 200█
3. Community relations will have dedicated resources to approve and update data base.
4. All approved applicants will be contacted within 7 days of approval, (depending upon volume of requests).

Success Criteria

1. Start up on September 8th, 200█ or sooner.
2. All approved applicants provided with service within 14 days after notification received by Collection Services.
3. Positive feedback from Customers.
4. Expansion of program and budgetary approval for subsequent years.

Major Risk

1. Final cost may exceed approved budget
2. Time is critical.
3. Demand exceeds resource availability.

Subject to confirming project plan for determining feasibility of this project.

Signatures:

Project Manager

Branch Manager

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Awareness of Grasscycling

- The majority of study participants bag their clippings. Most feel the clippings are going to the landfill or being composted by the City.
- Some occasionally mulch, either to save time or to add moisture to the lawn.
- Only one of the 17 study participants had heard of the term “grasscycling”.
- Study participants speculated on a variety of meaning for “grasscycling”, from the cycle of growth to making new products from grass clippings, however, all suggest they would be interested in finding out more about grasscycling.
- When given the definition “leaving grass clippings on your lawn after mowing”, almost all state that they would try this if it were recommended by a credible source (such as a gardening expert in a newspaper column or radio show), if the City requested it, and if they had more information regarding how to do it.
- Several associated the definition with mulching; however, others felt mulching might require a specific type of lawnmower.

Benefits of Grasscycling

- The key benefits of grasscycling were felt to include:
 - Less effort – saving time due to no need to rake
 - More economical – no need to purchase bags
 - More environmentally friendly – less waste going to landfill
 - Healthier lawn – natural moisture and nutrients to the lawn

“... we recycle other things, but not our lawn clippings, and we should.”

- The four benefits stated on the self-completion questionnaire (creates a healthier lawn, reduces the need for watering, reduces costs, and saves time) were almost equally appealing to study participants. However, each benefit was met with some skepticism.

Barriers to Grasscycling

- Although most felt they would try grasscycling, several stated they would not continue if they experienced problems with their lawn or if this type of lawn maintenance did not provide the results they enjoy.
- Specific concerns regarding grasscycling included:
 - Thatch
 - Grass turning yellow
 - Would have to mow twice or mulch
 - Would have to get a new mower
 - Would have to mow more frequently
 - Might have to rake to spread clippings
 - Bald patches because of build-up
 - Might retain water and increase chances of rot, disease and bugs
 - Wind might blow clippings onto neighbours lawns – messy, spread problems
 - Some have tried this method using mulching before and feel they did not receive the results they wanted

“ I have a hard time believing that if you leave the grass on your lawn to rot that it’s not going to increase the amount of bugs ... then you have to spend your money on stuff to kill the bugs ...”

Waste Management Branch – Grasscycling

200█ Strategy

1. Strategic Imperative/Need

Reducing household waste is the primary objective of the Waste Management Branch. The City proudly boasts that 60% of household waste is diverted from the landfill and into recycling and composting programs, such as the curbside Blue Bag program, blue bins at apartments, community recycling depots, and composting at the City Composting Facility.

During the spring and summer, however, an 84% increase in waste occurs with the collection of yard waste, such as grass clippings and leaves. As many as 20 bags may be collected from one household. To help reduce and divert this waste, residents need to be encouraged to change their habit of *bagging clippings* to *grasscycling*, and be provided with the information and motivation to take on or increase this practice.

Objective- -

- increase grasscycling participation among residents from 39% (200█) to 49% in 200█.

2. Background

Since the branch began its efforts in 200█ to increase awareness of grasscycling, the participation rate among City residents has risen steadily.

Findings from several research project – including the survey on Waste Management Perceptions (conducted Oct 200█ and Oct 200█), and the Grasscycling Market Survey (quantitative finds of Feb 20█) – show close to a 100% increase in the practice since tracking began:

Percentage that *collected clippings in bags and set out for collection*:

| | | |
|-------------|-------------|-------------|
| 200█: 71.2% | 200█: 69.0% | 200█: 65.7% |
|-------------|-------------|-------------|

Percentage that *left clippings on the lawn*:

| | | |
|-------------|-------------|--------------|
| 200█: 46.0% | 200█: 53.0% | 200█: *66.6% |
|-------------|-------------|--------------|

How often *clippings were left on the lawn* after mowing:

| | | |
|--|---|---|
| 200█: Every time: 18.0% Most times: 26.5% Occasionally: 39.3% Rarely: 14.9% | 200█: Every time: 32% Most times: 16% Occasionally: 46% Rarely: 6% | 200█: Every time: 27.4% Most times: 32.1% Occasionally: 30.7% Rarely: 9.6% |
|--|---|---|

Two social marketing approaches were piloted in 200█. One pilot provided residents with information through direct mail and a demonstration lawn. The second pilot tested direct mail combined with home visits. That neighbourhood with home visits increased the grasscycling participation rate from 42% to 78%, with 93% reporting they planned to continue.

200█ Campaign

The 200█ grasscycling campaign was targeted at residents who already knew what grasscycling meant, or were already practicing grasscycling, at least some of the times they mowed.

The public education campaign involved two main areas of activity: retail support and advertising. Local major retailers and garden stores were visited by Program Specialists who set up posters and brochures, and provided staff and customers with grasscycling information.

Advertising consisted of 30-second TV spots and bus boards. The Waste Hotline and website provided support information. The grasscycling website visits multiplied ten-fold to over 5,700 hits during the campaign period.

The message of the 200█ campaign focused on the 'healthy lawn' benefit of grasscycling. Supporting message were 'how easy it is to grasscycle' and 'how to grasscycle'. A green lawn, mower, vitamin-like clippings and big blue sky provided graphic appeal.

3. Strategic Approach

The survey taken in fall 200█ found that marginally more females, and residents in the age group 18-34, were more likely to grasscycle. The survey of 200x found that households without dependents were more likely to try grasscycling. Although results to date are very positive, the next campaign can look at addressing the male audience and younger aged householders.

Increasing public education can be achieved through greater community involvement with Program Specialists. To generate more excitement in stores and events, the addition of a motivational component can be added. Launching the campaign earlier in the year to align with retail spring set up and offer a 'merchandising' team will also create better retail exposure. When the season is in full swing, Program Specialists are available to appear at more community events.

The message to help residents understand grasscycling and how it will benefit their health and the health of the environment can be emphasized more. Residents need to know all the positive results which hopefully will also dissolve inaccurate myths about grasscycling.

For the 200█ campaign, the Waste Branch should continue to promote grasscycling with increased effort in the following:

1. **In-Market Timing:** With better alignment to seasonal activities.

2. **In-Store service:** By alleviating stores of the responsibility to display materials and having greater control on materials and display.
3. **Ad campaign:** Existing collateral and advertising materials are acceptable for use for another year, however consideration may be given to:
 - Message, addressing 'why grasscycle', as people would like to know that 'grasscycling reduces waste, for a better environment.' Extension of the 'healthy lawn' message and relate it to a 'healthy you' – mow more often/get fresh air and exercise/for a healthy environment.
 - Include a promotion to draw attention. Last year a local retailer supplied a push mower for a free draw at the Home & Garden Show. If this retailer and/or other retailers would sponsor push mower giveaways we can drive traffic to stores to pick up entry forms or go online to obtain information. (Skill testing question could help entrants to learn what grasscycling is or demystify the myths of creating thatch.)
 - **Community activities:** Increase presence of Program Specialists in community events, home shows and resident home visits.

4. Target Audience

Primary: Adults, 25+ homeowners with no dependents, slightly skewed to males
Live in the City.

Are environmentally-conscious and need to know the benefits of grasscycling.
Need assurance that it is a healthy practice and that their lawn will look good.

5. Key Messages

Grasscycle for a greener, healthier lawn.

Benefits of grasscycling:

- Healthy for your lawn (natural nutrients feed the lawn, less waterin)
- Healthy for you (exercise and fresh air)

Supporting messages:

1. It's easy!
2. Leave clippings on the lawn.
3. Mow frequently. Trim higher.
4. Naturally feeds nutrients and moisture to the lawn.
5. Reduces waste.
6. Is good for the environment.
7. Go to www.city.ca/grasscycling for more information.

With promotion:

- Enter to win a new lawn mower!

- Visit retailers displaying the 'grasscycling' sign (sponsor names).
- Or visit www.city.ca/grasscycling to enter/for more info.
- Answer the question: What is grasscycling?

6. Campaign Tactics

In-Market Timing: With better alignment to seasonal activities, the grasscycling campaign will:

- Begin with **early** contact and distribution of materials to garden/lawn retailers from January to March.
- Presence at renovation and home shows which occur early, in February and March.
- Develop media relations/interviews in April to June.
- Depending on the start of the growing season, begin advertising in early May (depending on snowfall/grass growth) and run to July.
- Maintain and increase community outreach with presentations, event presence, home/lawn visits from July – August.

In-Store service: By alleviating stores of the responsibility to display materials, the Program Specialist will:

- Make contact with stores in January to arrange presentations for staff training and overview/reminder of the grasscycling education program.
- Determine store collateral requirements for posters, tags, and brochures based on the previous years' set up.
- Display of posters, etc will be handled by the Program Specialists in March-April, with store approval where required.

Promotion: Include a promotion to draw attention. Last year a local retailer supplied a push mower for a free draw at the Home & Garden Show. If this retailer and/or other retailers would sponsor push mower giveaways we can drive traffic to stores to pick up entry forms or go online to obtain information. (Skill testing question could help entrants to learn what grasscycling is or demystify the myths of creating thatch.) Website would have contest entry, only by sending an email (?).

Ad campaign: Existing collateral and advertising materials are acceptable for use for another year, however consideration may be given to:

- Message, addressing 'why grasscycle', as people would like to know that 'grasscycling reduces waste, for a better environment.'
- Extension of the 'healthy lawn' message and relate it to a 'healthy you': move more often/get fresh air and exercise/for a healthy environment.
- Depending on a sense of when the growing season begins (no late snow!), begin TV interstitial advertising earlier if possible (depending on TV buy availabilities, and hopefully without interference from the City Clean Up and Good Growing interstitial campaigns).
- Continue with transit advertising, utilizing last year's boards if available.

- With or without a promotion, mass distribution of hang tags can be used as a household mailer, either bulk mailing to residents, or have Program Specialists to hang onto doorknobs. Possibly only to selected neighbourhoods due to cost.

Integrate grasscycling information: With other City collateral/materials/websites: Waste Calendar (icons & reminder), Good Growing information...

7. Media Relations

Interviews with: local newspapers, Morning TV, and Radio shows.

8. Campaign Response

Response/contest entries to the campaign will be directed to:

- Retailers
- www.city.ca/grasscycling
- Waste Hotline, [REDACTED]
- 2nd Floor, [REDACTED] or retail location

9. Action Plan

| Activity | Waste Br. | Comm'ns | Art/Prod'n |
|-----------------------------------|-------------|------------|------------|
| Final brief/plan | Nov 14 | Nov 14 | |
| Brief designer | | Nov 27 | Nov 27 |
| Creative and media presentation | Dec 11 | Dec 11 | Dec 11 |
| Approvals | Dec 21 | Dec 21 | |
| Production complete | Jan 26 | Jan 26 | Jan 26 |
| Retail Contacts and Merchandising | Feb - March | March | |
| Home & Garden Show | March 23 | | |
| Ad & media campaign | May – July | May – July | |
| Outreach ongoing | to July 31 | | |
| Campaign evaluation | September | September | |

10. Budget

Proposed allocation:

| | |
|--------------------|------------------------|
| Artwork | \$ 1,000. |
| TV buys | \$ 40,000. |
| Transit | \$ 30,000. |
| Posters | \$ 1,500. |
| Mailers (\$.22 ea) | \$ 40,000. |
| Printing | \$ 3,000. |
| Promotional Mowers | \$ 2,000. Or Sponsored |

Approx \$120,000.

APPENDIX I – Grasscycling Program Specialist Team

The Program Specialist will be the Grasscycling campaign ambassadors from the Waste Branch. The Grasscycling Team's outreach activities will target green houses and other related retailers and operators:

(list of retailers and operators)

Materials for the Grasscycling Team will include introduction letters, posters, hand tags and displays: Shirts, aprons, buttons, presentations, staff training, hang tags, push mower demo, shows and community events (Horticultural Society).

Promotion will require minimum 2 push mowers, draw boxes, entry forms.

Master Composter's List of Garden Centres

(list of Garden Centres with addresses and phone numbers)

This sample contains excerpts from the PowerPoint presentation. Some of the graphics and 'visuals' included have been modified to protect the student. Their original PowerPoint also contained additional 'visual' elements which are excluded.

Waste Management Customer Satisfaction And Participation Survey

The City
Analysis of Findings
July 200█

Executive Summary

➤ Overall Satisfaction with Collection Services

- Overall satisfaction with collection services remains high (92% satisfied in 200█ vs. 92% in 200█).
- Satisfaction is higher among females (65% vs. 56%), home owners and those whose garbage is collected on the front street.
- Although overall satisfaction with collection services remains high, a small (though not statistically significant) decline is seen in the percentage who are very satisfied (61% in 200█ vs. 66% in 200█).

Executive Summary

➤ Value for Money

- Perceptions that waste services are provided at a good value remain high (77% agree in 200█ comparable to 81% in 200█).
- 70% agree that fee for waste services is reasonable, compared to other utility services. Agreement is higher among residents aged 18 to 34 years, and those with children in the household.
- The challenge is to degrees the percentage of respondents (20%) who do not agree their fee is reasonable compared to fees for other utilities. (10% did not know.) There is an opportunity to increase residents' awareness of the services included in the fee for waste services.

Executive Summary

➤ Recycling

- Participation in Blue Bag recycling: 89%, comparable to 88% in 200█.
- Use of Recycling Depots in 200█ (61%) remains consistent with previous years (65% in 200█).
- Use of Blue Bins at multi-family sites decreased (81% in 200█, 91% in 200█).

➤ Eco Stations

- Overall satisfaction with the City's Eco Stations is consistent with previous years, although gradually trending upward (95% satisfied in 200█ vs. 90% in 200█ and 85% in 200█) with a relatively high 75% of respondents in 200█ indicating they are very satisfied.

Executive Summary

➤ Composting

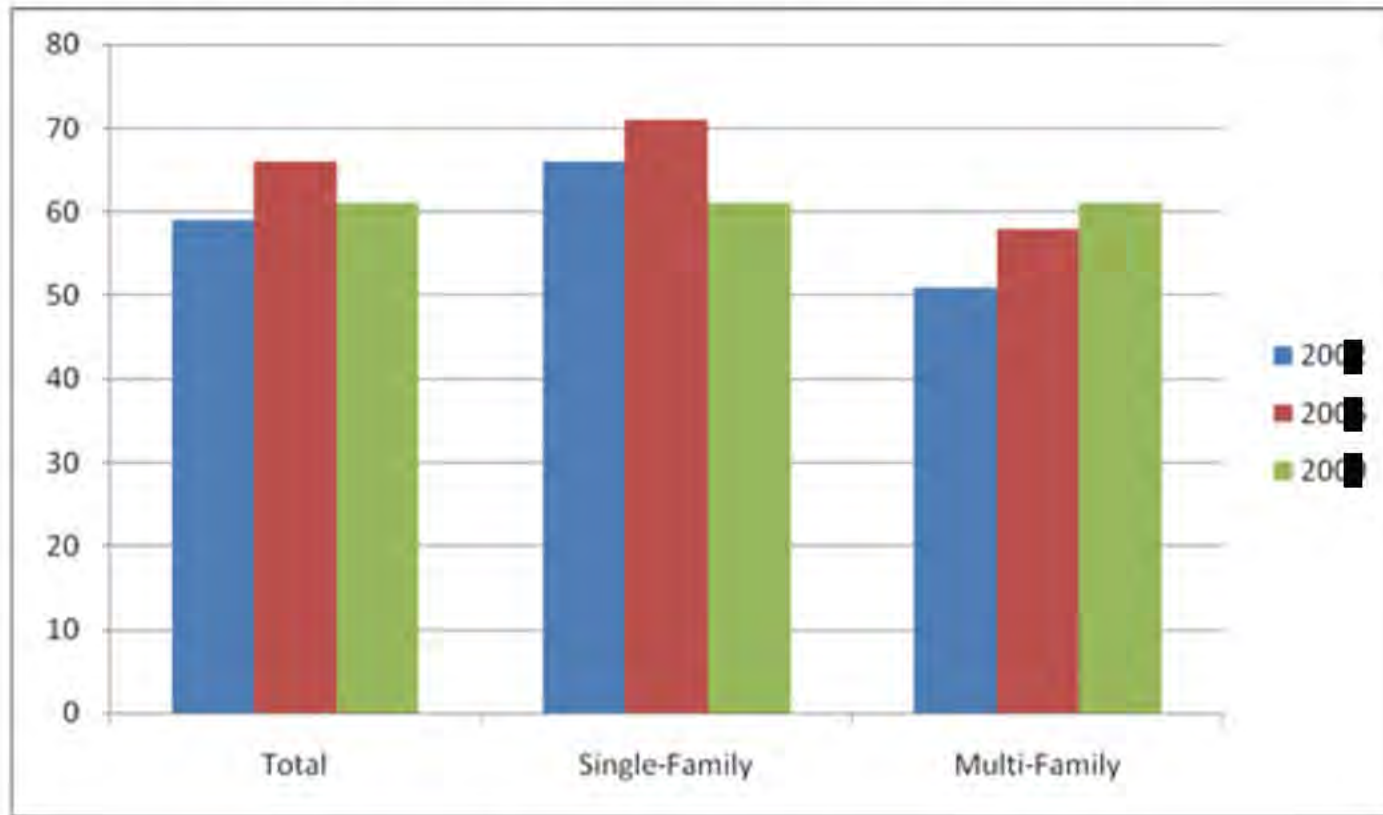
- Twenty-nine percent (29%) of single family residents compost waste, including 24% who compost at least once a month. This is consistent with 200█ (31%).
- With no increase in the percentage of respondents composting since 200█, the challenge exists to increase the level of participation.
- Participation is higher among residents who own their home or have household income greater than \$50,000.

➤ Grasscycling

- 36% of households with lawns grasscycle all or most of the time they mow, similar to 200█ (39%).
- The proportion who set out grass clippings for garbage collection is gradually decreasing (63% in 200█ vs. 65% in 200█ and 71% in 200█).

Overall Satisfaction with Garbage and Recycling Collection

(Scale: 1 = Not at all satisfied; 4 = Satisfied; 7 = Completely satisfied)



Very Satisfied (6,7 Ratings)

Use of Eco Station in Past 12 Months

| Respondents who completed the survey | Total | | | Single-Family | | | Multi-Family | | |
|---|-------|-----|-----|---------------|-----|-----|--------------|-----|-----|
| | Count | % | % | Count | % | % | Count | % | % |
| Yes, have brought materials to an Eco Station | 10 | 53% | 53% | 10 | 60% | 60% | 0 | - | 38% |
| Yes, brought hazardous waste such as cleaning products, paint, or fertilizers | 12 | 31% | 38% | 16 | 41% | 47% | 4 | 19% | 21% |
| Yes, but not hazardous waste | 5 | - | 16% | 5 | - | 15% | 0 | - | 18% |
| No, have not brought materials to an Eco Station | 7 | 68% | 62% | 7 | 57% | 53% | 7 | 80% | 60% |
| Don't know | 1 | 1% | 1% | 1 | 2% | * | 1 | * | 2% |

* Less than 1% of respondents

The City
Letterhead

Human Resources
memorandum

Date: June 22, 19[REDACTED]
To: Human Resources Consultant
From: [REDACTED]
Subject: Employee Performance Rating CSU #xx

Employee's Name: Gabrielle Harvey Payroll No.: [REDACTED]
Salary Grade/Job Code: 029-0499 Effective Date: May 23, 19[REDACTED]
Present Step: 5

The following recommendation is submitted based on the attached performance rating:

- 1. Increase to Step 6.
 - 2. No increase recommended.
 - 3. Performance review only as the top of the range has been obtained.
 - 4. Provisional Status – increase from the current Step ___ to Step ___.
 - 5. Other: _____
-

Recommended by Immediate Supervisor

Name: Name printed
Title: Manager
Signature: Signed

Reviewed by Personnel Section

Name: [REDACTED]
Signature: [REDACTED]
Date: [REDACTED]

ANNUAL EMPLOYEE PERFORMANCE EVALUATION

Employee name
Position Title
Review Period
Evaluator name

Employee id
Branch
Evaluator Title

Union #
Position I.D.

A. DUTIES and PERFORMANCE EXPECTATIONS

Job Responsibilities (refer to Job Description) / Performance Expectations

1. **Strategic public education planning:** establish short and long term objectives, identify and assess target audience groups, determine messages, develop strategic plans to communicate with the Branch's various audiences, and measure the impact of campaigns and ongoing activities. Expectations: Communications plans will be based on a thorough understanding of Branch goals, strategies and issues; yearly public education plans for the Branch will be developed within the context of a three year view. Strategic plans will identify the most effective methods of achieving objectives using available resources.
2. **Program development and quality control:** assess public education programs on an ongoing basis and develop new programs to meet the needs of changing operations and customer expectations. Ensure high quality standards are met for all programming, including advertising, special events, media relations, print and audio-visual productions and school programs. Expectations: all communications material will be accurate and timely, will be creative and innovative in meeting objectives and will reflect high standards of excellence.
3. **Staff supervision and budget control:** manage all personnel functions for two professional staff, four customer services representatives, one administrative assistant and several part-time program specialists. Also manage a variety of contracts for services and program delivery. Fully accountable for development and control of an annual budget of approximately \$1 million. Expectations: delegate and provide clear directions to staff, develop positive working relationships with staff based on open two-way communications, foster a team environment most conducive to achieving results. Optimize financial resources to achieve the highest possible results.
4. **Media Relations:** manage all media relations for the Environmental Management Branch including developing strategic media plans, initiating and coordinating news conferences, researching appropriate responses to enquiries and acting as spokesperson for the Branch. Expectations: develop positive working relationships with the media, strategically use proactive media relations to build awareness and acceptance of Branch strategies and operations.

USE ATTACHMENT SHEET AS NECESSARY

B. PERFORMANCE REVIEW

In relation to duties and performance expectations outlined in A, please describe the results actually achieved, and any factors which may have affected performance.

1. **Strategic planning** – developed a thorough and comprehensive understanding of Branch strategies and goals, civic policies and issues faced by the Branch. An audit was conducted of all public education programs to assess the modifications and new programs needed in support of the Branch's strategic plan. The audit results formed the basis for a comprehensive public education plan for 199█/199█. The plan was implemented and all objectives identified in the

plan were reached or exceeded. Based on an in-depth understanding of public relations principles and sound judgment, the plan employed strategies that effectively reached the highest possible number of audiences within the available resources.

2. **Program development** – Based on the audit, modifications were implemented to all areas of programming and new programs were developed. Highlights: new resource materials were created for students; school programs delivered by contractors were re-designed; a new visual identity was created for the Branch; an Eco Station awareness campaign was delivered; a new brochure series was created; a series of fact sheets was created; an internal communications plan was developed and implemented; the Blue Bag program was launched with an advertising campaign supported by a comprehensive public relations program; and a grand opening for the Materials Recovery Facility was staged.

All programs and information materials were created to high standards, with great attention paid to detail (accuracy, design, proofreading), suitability to the target audience, and clarity. All written materials achieved a high level of clarity to explain new strategies and technologies effectively to various audiences. Overall, a highly proactive, integrated approach that created a stronger link between all public education programs maximized the exposure for the Branch and enhanced its public image as a leader, an innovator, and highly responsive to customer needs.

Blue Bag Campaign: The highest profile program during the past year was the Blue Bag campaign. A multi-faceted campaign using advertising, promotions, and media relations created a high level of awareness and acceptance of the Blue Bag program. The key challenge was to explain to residents why the City made the change to a program that citizens were loyal to (Blue Box). Providing clear strategic and creative direction to the advertising agency, and synthesizing the reasons for the change so that residents could easily understand them, contributed to the campaign's high success. An estimated 70% of residents made the switch during the first month of the program. Media relations results included 25 newspaper articles and 130 minutes of television and radio (equivalent to 260 30-second commercials), almost exclusively positive, with an advertising value of \$80,000. Fewer than 500 complaints were received at the Hotline during the entire campaign.

3. **Supervision and budget:** Developed positive working relationships which staff and a strong team environment that encourages creative thinking and innovative solutions to communications/public education challenges. In areas where staff were not performing to expectations, a thoughtful and fair approach was taken to deal effectively with issues and to encourage improvement. New job descriptions were created for 2 staff and various forms of training were facilitated for all staff. Bi-weekly staff meetings were held to facilitate brainstorming and also to ensure that the Hotline representatives were fully informed of issues, and initiatives. (Unusually angry or demanding customers were regularly referred to the Supervisor to alleviate some of the stress on the Hotline reps.)

The 199█ budget was managed effectively and 199x is on track to meet anticipated forecasts.

4. **Media Relations:** Established positive working relationships with media representatives based on providing timely and reliable information, being highly accessible, and taking the time to explain issues/educate the media. The tone of the media coverage was extremely positive. The

majority of television, radio and print coverage received was the result of proactive media relations (ie., calling the media with story ideas).

USE ATTACHMENT SHEET AS NECESSARY

C. EMPLOYEE TRAINING and DEVELOPMENT

What training/development has occurred to enhance the employee’s skills during the evaluation period.

Gabrielle attended the Provincial Recycling Council conference to learn more about recycling in the province. She also attended the International Association of Business Communicators conference to hone public communications skills.

D. OVERALL PERFORMANCE EVALUATION

Supervisor’s Comments – A brief summary of employee’s performance for the evaluation period.

Gabrielle’s performance over the reporting period met or exceeded all requirements. Her ability to grasp the “big” picture and effectively represent the Branch was very evident in external as well as internal interactions. In addition, the effectiveness and output of her Section were elevated to higher standards compared to previous years, benefiting the Branch in several intangible ways. Gabrielle eagerly accepted and left little to be desired in performing tasks that were delegated to her on an as required basis during the reporting period.

Check appropriate definition – based on overall assessment of employee’s performance.

- OUTSTANDING.** Employee has exceeded expectations in most or all major defined duties.
- SATISFACTORY.** Employee has met expectations.
- IMPROVEMENT NEEDED.** Employee has not met expectations.

Supervisor’s Signature

Date

E. EMPLOYEE COMMENTS

Employee’s Signature

Date

F. HUMAN RESOURCES COMMENTS (if applicable).

Concur with assessment!

Signature

Date

This tab contained a dvd copy of an 8 minute promotional video which captured the City's commitment to the environment in an accurate and holistic manner. Gabrielle rewrote the script for the video and provided direction to the film producers.

This tab contained a URL to website containing waste management related resources for teachers and students.

Graphics

Film festival [REDACTED]

Films on Garbage

Film festival [REDACTED]

Dates

Location

Film festival [REDACTED]

PROGRAM

THANK-YOU!

A truckload of “thank-yous” are due to a number of sponsors and people whose vision and contributions made these screenings possible.

- City Environmental Management Centre of Excellence as the primary sponsor and instigator.
- Local Cinema for providing the venue, screenings and professional support.
- City, Environmental Management Branch for organizing, logistics and programming.
- Local publication for publicity and selling tickets.
- Local retailer for publicity and selling tickets.
- You, the viewer, for making the time, taking the initiative and cultivating your interest

WELCOME TO FILM FESTIVAL!

We’re glad you took a break from your spring clean-up and other activities to sample these “truly trashy” films.

This week, we hope you’ll get a taste of award-winning films on waste.

Meet a whole host of folks knee-deep and deeply entrenched in waste, its uses and abuses. Meet artists turning garbage into art, meet an average family who saves their garbage for three months, meet generations of people who scavenge and live on a Guatemala landfill, and meet Chinese workers dealing with your old computer. And much more!

We hope your time here is engaging and challenging. Please glance through the program to see what else is showing this week. We’d love to see you again. Please share this program with a friend and reuse or recycle it.

WANT MORE?

Check out more great waste events. They’re happening now, or very soon!

WASTE: THE SOCIAL CONTEXT

This film festival is presented in conjunction with the international conference, Waste: The Social Context ‘08. The conference attracts delegates from around the world. Hello delegates! Welcome to our City! We’re glad we can share our theatre with you this evening. More information about the conference can be found at: [REDACTED]

Both the conference and this film festival are produced by the City Environmental Management Centre of Excellence, an organization designed to promote advanced waste management techniques throughout the world. List of partners and url of their website.

A CONSUMABLE WASTE DESIGN SHOW

[REDACTED]

Proposal
For
Communications Support

Submitted by
Gabrielle Harvey
Harvey & Associates
February 23, 199█

INTRODUCTION / EXPERIENCE

I have worked as a professional communicator for 12 years, including six for a Provincial government's bureau, and the past 5 years as an independent consultant. My education and work experience are summarized in the attached resume.

I am a member of IABC, committed to continually improving my professional skills. My skills are suited to a number of projects in your Call for Proposals. My strengths include: excellent writing and editing skills, strategic planning and campaign implementation, consulting skills, and highly developed organization skills which enable me to manage many aspects of a project toward a final objective, budget and deadline.

AVAILABILITY

I am available on a year-round basis, Monday to Friday. My hours are flexible. (I can work after 5:00 p.m. or weekends if necessary). My availability for each project would of course be determined at the time of assignment.

I am available for on-site contract work, or I can work out of my downtown office.

SAMPLES

Attached (Please return or call and I will pick up.)

SPECIFIC FUNCTIONS

1. a) Writing (letters, proclamations, speeches etc.)

Fee: \$50.00 per hour (based on the maximum of half an hour per page requested). This would assume that all research and information is provided. One re-write at no extra cost. Additional revisions based on new client information or direction which involve re-thinking and re-writing are charged at the same hourly rate.

b) Corporate Display

Experience: I have written copy and managed the production of a number of displays for various government departments and private sector clients, including Technology, Research and Telecommunications, and Provincial Envirofuels.

Fee: \$385.00 Based on one day research and meetings, four hours writing, and two meetings with the display company. This estimate could vary depending on the complexity of the project.

2. Statistical Analysis

a) Media Analysis

Experience: I have provided media analyses for senior managers and ministers in several Provincial government departments. While I have not used any formulas, I have provided synopses, objective interpretations, and quantitative analyses.

Fee: \$40.00 per hour

3. Media Relations Workshops

Experience: While I have no direct experience leading workshops, I would like to offer my services as an assistant if required. (For example: preparing background information, developing appropriate questions and answers, and providing feedback to participants.) I have extensive media relations consulting experience and have worked closely with workshop facilitators on the client side.

Fee: \$25.00 per hour

4. Communications Support for Overload Times

My interest and expertise is in all areas expressed: special events, writing, and communication planning.

Fee: \$40.00 to \$50.00 per hour depending on length of project.

OFFICE TECHNOLOGY

My office is fully equipped with a fax machine, modem and Macintosh, using Microsoft Word 4.0 and HP Deskwriter ink-jet printer. I can convert IBM files to Macintosh and vice versa.

INCIDENTAL EXPENSES

The only incidental expense I charge in addition to fees is long distance charges.

This tab contained a copy of a provincial magazine on the environment: front cover and table of contents. Gabrielle Harvey was a communications consultant and guest editor for this magazine.

DDDI School Programs Committee

Thursday, October 4, 200█ noon – 1:30 pm

2nd Floor Boardroom, █

Present:

Gabrielle Harvey, Director, Community Relations, Environmental Management Branch

█, Project Manager, DDDI, Environmental Management Branch

█, Principal, █ Centre

█, Director, Office of the █

█, Contract Inspector

█, Project Assistant, DDDI, Environmental Management Branch

Regrets: █, Citizen at large

| | |
|---|--|
| 1. Program Updates | <ul style="list-style-type: none">• █ (retired school principal) will be asked to join the committee• DDDI Residential and Business Block Captain Programs ended Aug 19 with 640 residential captains and 122 business and business supporting community participants• Contact with the block captains over the campaign was maintained through the DDDI news letter• River Cleanup pilot project created a lot of interest in keeping the river clean and will be assessed for continuation in 200█• 200x Big Bin Events took in 1,270,000 kg compared to 770,000 kg in 200x• 4,100 people participated in the river valley clean up events. |
| 2. Review of Recommendations for School Programs in 200█ | <ul style="list-style-type: none">• In order to have school participation a link must be found related to the curriculum in each of the three proposed programs in Attachment 1. <p>Elementary</p> <ul style="list-style-type: none">• Expand Parks School Yard Cleanup program. Parks currently advertises in community newsletters and supplies bags to the schools. A plaque is given to the best kept school.• Develop school data base using Parks and the █ foundation list of schools.• Waste characterization exercises could be linked to schoolyard cleanup• An interactive litter component will be created on website <p>Junior High</p> <ul style="list-style-type: none">• Package needs to be simplified and recycling component included. Possibly create a poster type brochure that gives |

| | |
|---|--|
| | <p>website address if more information is required. Any mail out should be addressed directly to the outdoor environmental education teachers at each school</p> <p>ACTION</p> <ul style="list-style-type: none"> • Bill will determine if there is a link with the science curriculum as well <p>High School</p> <ul style="list-style-type: none"> • Send mail out/e-mail to drama, science, biology and communications teachers as well as student council • Stress the environmental and global impacts of litter • Students will submit a Public Service Announcement script and the winning script will be professionally produced. Possibility of music videos should be considered as well. End product could air on TV and YouTube. Look at attaching prize money to the winning entry as well • Provide 10 opportunities for free waste management centre tours with bus costs included • Encourage schools to get involved with Business Supporting Community as a fund raiser • Possibly provide disposable coveralls |
| <p>3. Discussion of Next Steps</p> | <ul style="list-style-type: none"> • Environmental Branch is planning to provide some recycling collection to schools in 200█ • An informal survey found that 85% of schools are currently using paper recycle bins • Discussion ensued around initiatives such as the big bin event but on a more local level, i.e. possibly batteries or small electronics <p>ACTION</p> <ul style="list-style-type: none"> • Gabrielle will see what extra level of service the Environmental Branch can provide to assist schools interested in recycling |
| <p>Next Meeting</p> | <p>November, 200█ TBD</p> |

Background to the Supporting Document # 25

The City Clean Up program was originally created by a consultant for the City in 200█. The next year City Council approved it as a core program and it was moved into the Environmental Branch. The public education, volunteer programs and outreach components became part of my responsibility.

The program was considered a high priority by City Council and my manager expected me to manage all the elements of this comprehensive outreach program in addition to my regular responsibilities. I shifted priorities for my section, redirected resources and provided guidance to my staff who were given new and demanding assignments. I encouraged them by reminding them of the importance of the program and guided them in shifting their priorities.

Note: The highlighted programs were added to my scope of responsibility in 200x.

CITY CLEAN UP 200█

The City Clean Up (CCU) program was launched in 200█ as a pilot program to reduce litter in City. The following year, it was expanded to become a city-wide program. Three years later, the mandate of CCU will be expanded to include graffiti management.

(The full cost of the litter component is \$1,861,718. The full cost of the recommended graffiti program is \$927,000 in year one.)

Major Litter Operations

| Program / Initiative | Description | Department/Branch Responsibility | Timing |
|-----------------------------------|---|-------------------------------------|--|
| Litter Receptacle Collection | 1020 litter receptacles in high traffic areas | AM&PW, Environmental Management | Year-round Frequency of servicing varies from twice weekly to every day (downtown). |
| Big Bin Events | 12 weekend events in neighbourhoods throughout the city for residents to bring large household items free of charge | AM&PW, Environmental Management | May to September |
| Litter Collection | Hand collection of litter on major roadways; 12 major city entrances and 16 major arterial roads, plus downtown and 5 secondary areas | Transportation, Streets Engineering | Starts when most snow has melted, usually mid April |
| Bus Stop / LRT litter receptacles | Litter receptacle collection and sanitation – close to 1400 receptacles | Transit | Year-round |
| Downtown parks | Litter receptacles and cleaning of furniture in downtown parks | AM&PW, Parks | Year-round |
| Street Cleaning | Flushing and/or sweeping of streets in █s | Transportation, Streets Engineering | Weather dependent, end of April to Fall |
| Public Education | Social marketing to change behaviors, school programs at all 3 levels, and media sponsorships | AM&PW, Environmental Management | Year-round, with emphasis April - June |

Major Letter Programs with Community Involvement

| Program / Initiative | Description | Department/Branch Responsibility | Timing |
|---------------------------------|--|-------------------------------------|---|
| Adopt-a-Block Volunteer program | Businesses and residents adopt a block in their neighbourhood or business area – goal for 200█ is 740 residential and 85 businesses. | AM&PW, Environmental Management | Cleanup runs for 16 weeks from April 28 – August 17 |
| Business Supporting Community | Businesses pay not-for-profits for cleanup in a one block radius of their business location. Goal for 200█ is 70 locations. | AM&PW, Environmental Management | April 28 – August 17 |
| River Valley Clean Up | More than 4,000 volunteers remove litter from the River Valley park system and City green spaces. | AM&PW, Parks | Held the first Sunday in May, (though many people choose alternate days) |
| Adopt-a-Road | Groups adopt a section of roadway or right-of-way to keep clean. | Transportation, Streets Engineering | Volunteers commit to two cleanups per year (once in spring and again in fall) |

Major Components of Graffiti Strategy

| Program / Initiative | Description | Department/Branch Responsibility | Timing |
|--|---|--|-------------------------|
| Graffiti Free Zones in 6 BRZs | City to provide 1 st cleaning, options provided to property owners for additional cleaning. | AM&PW, Environmental Management | April - December |
| Graffiti Removal Fund for Community Groups | Funding support for community groups involved in graffiti removal. | AM&PW, Environmental Management | April - Fall |
| Enforcement | Enhanced legislation requiring property owners to remove graffiti. | Planning & Development, Development Compliance | Effective April 1, 200█ |
| Public Education | Teaches public to call 911 for graffiti in progress and how to remove graffiti; includes school component | AM&PW, Environmental Management | March - August |

PERFORMANCE APPRAISAL

A.

NAME Gabrielle Harvey

CLASS OR WORKING TITLE [REDACTED]

POSITION NO. [REDACTED]

DEPARTMENT _____ DIVISION _____

APPRAISAL PERIOD October 20, 19[REDACTED] TO June 30, 19[REDACTED] DATE OF APPRAISAL November 7, 19[REDACTED]

B. KEY RESPONSIBILITY AREAS (MAJOR JOB FUNCTIONS) IDENTIFIED AT THE LAST APPRAISAL AND/OR REVIEW:

SEE APPENDIX I

C. APPRAISAL OF RESULTS ACTUALLY ACHIEVED IN THE ABOVE AREAS

Gabrielle has made significant contributions in three major areas:

- i.) she has increased substantially the quality of communications counsel and planning provided to her clients. As well, the actual communications products produced under her supervision have improved technically, aesthetically and effectively;
- ii) through her professionalism and approach, she has greatly assisted in the effective integration of the Communications Branch within the department;
- iii) she has contributed to the development of a team spirit within the branch which is founded on commitment to departmental objectives and personal growth through setting and achieving high standards.

(See also Appendix II)

D. OVERALL ASSESSMENT OF EMPLOYEE'S PERFORMANCE INCLUDING AREAS WHERE MOST SUCCESS HAS BEEN SHOWN AND WHERE IMPROVEMENT IN PERFORMANCE IS NEEDED:

Gabrielle more than meets requirements. Her initiative and hard work as well as her skills make her a valuable team member. As a generalist she has a broad range of technical skills within the communications field. She is an effective consultant and project supervisor providing sound counsel and delivering effective, quality product on budget and on time. Perhaps her greatest asset is her strategic planning and organizational capability. This strength should be built upon through additional courses and work experience. Added development in human resource management and leadership, would enhance Gabrielle's potential as a management prospect.

(See Appendix IV)

| | | | | | |
|------------------------------------|------------|--------------------|--------------------|----------------------|-------------|
| OVERALL ASSESSMENT OF PERFORMANCE: | inadequate | below requirements | meets requirements | exceeds requirements | outstanding |
|------------------------------------|------------|--------------------|--------------------|----------------------|-------------|

Appendix IV

October 19██ - July 19██

HIGHLIGHTS OF WORK PERFORMED THAT EXCEED REQUIREMENTS

1. Gabrielle significantly increased the credibility of the branch by establishing excellent working relationships with department managers. For example: Gabrielle not only developed excellent working relationships, but completely turned around the Director of Meetings Marketing's perception of Communications. The client went from distrust and avoidance of the Communications function to a high level of confidence, evidenced by his frequent and regular request for involvement and advice. Gabrielle developed the first communications plan for the Branch. As a result, Communications has become an integral part of the Meetings Marketing Branch's programming.

2. Gabrielle exceeded her goal of providing a high level of service to the client's satisfaction. She managed an excessive number of projects (up to 45 projects simultaneously), all of which were delivered on time, on budget, and without any errors or deviation from the high standards strived for in the Branch. She exceeded by not only meeting all the clients' requests, but also being proactive in her servicing. This would not be expected under the conditions she was working in.

For example: she developed a comprehensive marketing plan for the ███ Action Plan program. The marketing plan was very well received by the Development Division and the Deputy Minister; it is currently being implemented.

Gabrielle's understanding of marketing and initiative exceeded requirements; it has enabled her to integrate communications planning more effectively into department programs, and it has enlarged the scope of the service provided by Communications.

Media Coverage Summary 20██

The Branch's media relations program resulted in 344 stories on local, regional, national and international media. Approximately 48 stories were broadcast on local television, 29 on local radio stations, 70 stories posted online, and 197 stories appeared in print.

This represents an 86% increase in media coverage over last year. Much of the increase can be attributed to the proliferation of online media coverage and the duplication of stories on multiple channels.

Recycling (63 stories) and events at the ███ (82 stories) were the hot topics of media coverage in 20██. Highlights include the singing Blues Bin campaign, the ███ Facility, the ███ Paper Recycling Facility, and the waste utility fee increase.

| | | | | |
|---|---|--|---|--|
| <p>Collections: 28</p> <p>Re: o/s container hazards, use the right can, keep trash light, package sharps, winter waste collection safety, Xmas tree p/u schedule, Big Bin Event information, waste collection schedule changes, slippery sidewalks danger to collectors, fewer illegal trash cans this year</p> | <p>Letters to the Editor/ Venting: 55</p> <p>Re: litter, plastic bag ban, plastic bag fee, litter complaints, thanking waste collectors, styrofoam recycling query, winter p/u schedule, cig. butt litter, commendation of the City as leader, waste utility fee complaints, Eco Station complaint, singing blue bin complaints</p> | <p>Recycling: 63</p> <p>Re: Singing blue bins, Blues Bin Recycling campaign coverage, Earth Day, election signs, [redacted] profile, the City recycling leader, Business lunch & learn, recycling tips, [redacted] closed-loop recycling, lack of blue bins downtown, plastic water bottle recycling, recycling at festivals, Xmas tree recycling, reduce-waste reuse-recycle, clothing & textiles recycling, recycling education in [redacted] Sq., [redacted] & [redacted] recycling, musical bins, singing blue bin straw polls</p> | <p>Waste Utility/Budget: 26</p> <p>Re: waste management service fees, 20 [redacted] waste utility budget discussions, garbage fee increase, straw polls</p> | <p>Eco Stations:5</p> <p>Re: what is an Eco Station, bulky item disposal, take [redacted] to Eco Station, [redacted] Eco Station public art discussion</p> |
| <p>EWMC:82</p> <p>Re: [redacted]'s Paper dome unveiling, [redacted] Open House, [redacted] profile, feature, the City. Composting Facility feature, processing recyclables at waste-to-ethanol, Waste-to-Biofuels groundbreaking, C&D recycling, closed loop paper recycling, Xmas tree recycling</p> | <p>Garbage/Litter: 32</p> <p>Re: street litter, spring cleaning, litter audit results, Mayor cleans up litter, plastic bag ban, plastic/ paper bag litter, litter cleanup, cig. butt cleanup, litter enforcement, neighbourhood cleanup, yard cleanup</p> | <p>MCRP/Composting: 26</p> <p>Backyard composting, [redacted] composting program feature, Volunteer [redacted] closes for renos, [redacted] S-A composting interview, National Volunteer Week [redacted] TV profile, City Hall composting program, [redacted] renos feature, [redacted] 20th Anniversary coverage, composting Major in Afghanistan, Master Naturalist program, Earth Day composting tips</p> | <p>General:27</p> <p>Re: waste fee increase, waste utility budget, recognition for environmental excellence., Earth Day, Reuse Centre, XXX waste diversion rates, plastic bag ban/retail charge, open data for waste collection apps, aggregate recycling, Corporate Knights rank [redacted] #2 most sustainable, illegal dumping, [redacted] program, [redacted] 20 [redacted] waste info, the City world leader in MSW management</p> | |

Copy of local newspaper article was also attached. This article has not been included.

PROVINCE'S ENDANGERED SPACES

LAST CHANCE TO ACT

VISUAL

BLACK SCREEN. AS THE NARRATION BEGINS, THE FIRST PART OF THE TITLE COMES SLOWLY FADING UP OUT OF BLACK – "PROVINCE'S ENDANGERED SPACES". IT REMAINS ON SCREEN FOR THE NARRATION, THE SUBTITLE - "LAST CHANCE TO ACT" - COMES IN QUICKLY BELOW JUST AS THE NARRATION IS FINISHING. CUT TO BLACK AS THE CHORD ENDS.

SHOT OF A WILDERNESS
SUNRISE FADES UP OUT OF
THE BLACK

MONTAGE OF SHOTS OF THE WILDERNESS IN ITS NATURAL STATE. THESE SHOULD BE DISSOLVED WITH NO CUTS OR FANCY EFFECTS. THIS CAN GO ON FOR UP TO 2 MINUTES. THEN WE START TO BRING IN SHOTS OF HUMAN DEVELOPMENT, SHOWING

AUDIO

NO MUSIC.

NARRATOR'S VOICE SHOULD BE JUST A BIT DISTANCED AND ETHEREAL – PERHAPS WITH TOUCH OF ECHO – EVOKING IMAGES OF PLACES KNOWN ONLY TO THE WIND AND WILD ANIMALS

NARRATOR:

This land we call [REDACTED], and all its plants and animals, evolved over many millions of years. For at least 12,000 years humans have been a part of that evolution. But in the last century, our species has altered much of this land beyond recognition.

MORNING WILDERNESS SOUNDS, PERHAPS THE WIND, THE BIRDS, OR A COMBINATION OF SOUNDS MAKES ITS WAY THROUGH THE DARKNESS AND SILENCE.

MUSIC AS APPROPRIATE TO WILDERNESS MONTAGE, PERHAPS MIXED WITH SOUNDS OF THE WILDERNESS. NO NARRATION DURING THIS MONTAGE; RATHER A MUSICAL SCORE WILL BE USED TO SET THE MOOD AND CONVEY THE FEELINGS.

THE IMPACT ON THE ENVIRONMENT. WE START TO USE CUTS AND EFFECTS.

THE MUSIC WILL BE ENHANCED WITH NATURAL SOUND, FIRST OF NATURE, THEN INCREASINGLY OF THE INFLUENCE OF MAN. BY THE END, WE WILL HAVE A CACOPHONY OF SOUNDS AND VOICES COMING IN ON TOP OF ONE ANOTHER. THE SOUNDS WILL CORRESPOND WITH THE IMAGES.

AS WE MOVE CLOSER TO THE PRESENT DAY, WE HAVE MORE SHOTS WITH EFFECTS, AND LESS WITH DISSOLVES, UNTIL THE "DEVELOPMENT" SHOTS TAKE OVER. THE PACE OF THE EDITING SHOULD PROGRESS FROM LEISURELY AND RELAXING TO FRENETIC BY THE END.

(EXAMPLES OF VOICES: SEE QUOTES ATTACHED.)

EXAMPLES OF THE TYPES OF IMAGES: INDIAN LIFESTYLE IMAGES, FIRST SETTLERS CLEARING LAND, SMALL HERDS OF CATTLE, RAILWAY TRACKS, PASSAGEWAYS BLASTED THROUGH ROCK, PRIMITIVE ROADS, LARGER AGRICULTURAL AREAS, EARLY TOWNS, COAL MINING OPERATIONS, EARLY LOGGING, EARLY MOTOR CARS IN THE WILDERNESS, THE BEGINNING OF BIGGER TOWNS AND CITIES, LARGE AREAS CLEARED FOR AGRICULTURE, NOW MOVING INTO THE MORE MODERN WORLD OF THE 20TH CENTURY WITH PAVED ROADS, INCREASED TRAFFIC, POWER LINES CUT IN THE

BUSH, STRIP MINING, OIL AND
GAS EXPLORATION, DAMS,
ENDLESS FIELDS OF GRAIN,
BIG CITIES, HIGH IMPACT
CAMPING AND RECREATION.

THE NOISE SUDDENDLY STOPS,
LEAVING THE FINAL SHOT TO
FADE IN SILENCE.

MONTAGE OF IMAGES TO
PORTRAY BIODIVERSITY-
INCLUDE A MIX OF WIDE
SHOTS AND LARGE ANIMALS
WITH EXTREME CLOSE-UPS OF
SMALL SPECIES SUCH AS
INSECTS, FUNGI, INDIVIDUAL
PLANTS, AND WATER ETC.

Our province's wilderness has been
beaten back to a point where only small
reminders exist of what once was.
Industrial and agricultural development
is destroying wild places faster than at
any time in history. And when wild
places are lost, the species which live in
them are lost.

But why should we care about other
species? We humans could easily live
in a world without woodland caribou.
Or so we believe.

We need to care because each species is a
link in the great web of life. And with every
species lost, the web is weakened. There
are anywhere from 10 to 100 million
lifeforms on this planet and the
relationships between them are too
complex for us to ever fully understand. But
we DO know this: the diversity of living
things and the interrelationships between
them, provide the life support system for all
species, including our own.

If the caribou or the burrowing owl
disappear, we know that many other
lifeforms connected to them have been
lost.

We humans depend on the same soil, air
and water as the other species. We share
the same home. So we cannot blindly

ignore the extinction of those with whom we share this earth.

QUOTE – USE DIFFERENT VOICE, PERHAPS OLDER SOUNDING.

SUPER OF QUOTE; “WHAT IS MAN WITHOUT THE BEASTS? ...FOR WHATEVER HAPPENS TO THE BEAST, SOON HAPPENS TO MAN. ALL THINGS ARE CONNECTED.”
Chief Seattle 1854

IMAGES OF PEOPLE WORKING, LIVING IN HARMONY WITH THE WILDERNESS

There is still time to protect [REDACTED]’s remaining wild places. But if we don’t act now, most of them will be lost or slated for some form of development before the end of this decade.

Our challenge is not to conserve individual species, or tiny pockets of nature. We need to save areas large enough to sustain all the life in them.

SUPER: “THE GOAL – TO COMPLETE A NETWORK OF PROTECTED PARKS AND WILDERNESS AREAS BY THE YEAR 200 [REDACTED].”

That challenge is being faced by the Endangered Spaces campaign. It’s the most ambitious conservation effort ever organized in Canada. The goal is to complete a network of protected parks and wilderness areas by the year 200 [REDACTED]. Each natural region of Canada will be represented. And each protected area must be big enough to sustain all its indigenous species.

RECOGNIZABLE IMAGES OF OUR PROVINCE

The Endangered Spaces campaign is vitally important in our province. [REDACTED] has six very different natural regions and most of these have little or no protection.

Samples of each natural region must be protected. Each of these regions represents a unique pattern of

relationships between the plants, animals, water, land and climate.

MAP OF PROVINCE: EACH REGION IS HIGHLIGHTED AS IT IS NAMED, FOLLOWED BY SEVERAL WILDERNESS IMAGES OF THE REGIONS DESCRIBED (TO ALLOW THE BEAUTY OF EACH REGION TO SINK IN.)

A tour of this vast province reveals an astounding variety of landscapes.

The grassland natural region – land of the big sky.

Province's great forested plain – the Boreal forest.

The parkland – waterfowl nest of the world.

The magnificent Rocky Mountains – crown of the continent.

The foothills – between forested plains and towering mountains.

Province's last true wilderness – the Canadian Shield.

Only in the Rocky Mountains and in parts of the Boreal Forest, is [REDACTED]'s natural diversity well protected – mainly in national parks. The national parks were established by people who had the vision to protect the Rockies before they were even threatened. That kind of foresight is needed even more today!

AWE INSPIRING LANDSCAPES

RETURN TO MUSIC USED IN INTRODUCTION.

If we could glimpse the impoverished land we may leave our children's children, perhaps we would be moved to act more quickly. Maybe we would feel more responsible for what we leave behind.

A FEW IMAGES WITH PEOPLE,
FAMILIES OUTDOORS

As [REDACTED]ans and Canadians we have the opportunity to talk to the people who represent us in government. We can speak up for the wild places close to our homes. We can share our concerns with our neighbours and family. We can't afford to be silent and assume someone else will take action.

Many [REDACTED]ans are acting on their intuitive sense that time is running out. School children have started letter writing campaigns; foresters are fighting to change their industry practices; seniors are adopting natural places to steward.

SUPER QUOTE: "NEVER DOUBT THAT A SMALL GROUP OF CONCERNED INDIVIDUALS COULD CHANGE THE WORLD. INDEED, IT IS THE ONLY THING THAT EVER HAS."
Margaret Mead

DIFFERENT VOICE FOR QUOTE

We don't need to be ecological experts to contribute. But we DO need to reflect on who we are as human beings. To recognize the earth not only as a collection of resources, but as a fragile, mysterious web of relationships that we share with countless other species.

GRAPHIC OF A CHECK MARK

The key to protecting our province's

IN BOX – “YES! I WANT TO
HELP SAVE ■■■’S WILD
PLACES.”

wilderness is X■■■ans working
together. The time to act is now.

SUPER QUOTE: “WE DO NOT
INHERIT THE EARTH FROM
OUR PARENTS... WE BORROW
IT FROM OUR CHILDREN.”

Anonymous

“THIS WE KNOW: THE EARTH
DOES NOT BELONG TO MAN;
MAN BELONGS TO THE
EARTH.” Chief Seattle, 1854

MUSIC UP AS WE READ QUOTES.

The City's Blue Bag Campaign

Need/Opportunity

The City has been Canada's leader in recycling since it launched the Blue Box program in 1984. At inception, the Blue Box program was the second largest curbside recycling program in North America, following San Jose, California.

In 1990, the City's Council approved a 30-year waste management plan- the most ambitious municipal waste plan in Canada. The main goal of this plan is to reduce the city's dependency on landfill by diverting 70 per cent of waste from landfill by the year 2020. This will be accomplished by recycling and composting residential waste.

A critical component of the City's waste plan is the conversion from Blue Box to Blue Bag recycling. The City's 150,000 single-family households needed to voluntarily give up their blue boxes and embrace Blue Bag recycling. A conversion rate of at least 60 per cent of households within one year was needed to meet the collection and sorting efficiencies identified in the waste management strategic plan and the Branch budget.

Intended Audience

With a population of 640,000, the City's single-family households represent a diverse spectrum of demographics. The target audience for the campaign was all households already recycling. (It was not intended to motivate non-participants to begin recycling.) The challenge was to develop a campaign that would penetrate all income and education levels within the single-family sector.

The most critical characteristic of this broad target group was their universal loyalty to the Blue Box. The Blue Box had become an icon of recycling to City residents. The program had one of the highest participation rates in North America (80 to 90 per cent). While recycling rates are typically slightly higher in higher income areas, Blue Box recycling was practiced in every city neighbourhood. Residents' long-standing commitment to the Blue Box and a well-established pattern of behavior was recognized as the greatest challenge to the campaign.

Secondary target audience groups: City council and the city's 6,000 employees; Waste Management Branch employees (150); Local Media; and Grade 4 students (where waste is part of the curriculum)

Goals/Objectives

Goal:

- To create widespread awareness and acceptance of the Blue Bag recycling program and its role in meeting the City's waste diversion target of 70 per cent.

Objectives:

- To achieve at least a 60 per cent participation rate by end of 1991. (This means, 60 per cent of all households who place recyclables on the curb for pick-up are using bags instead of boxes.)
- To achieve a high rate of compliance with the types of materials and cleanliness of materials placed in blue bags. A residual rate of 15 per cent or less was needed to meet operational and marketing goals.

Solution/Project Summary

The solution developed by the public education section was a multi-faceted community relations and advertising campaign with a strong thematic link. While an advertising campaign with an emphasis on reach created a high level of immediate awareness, media relations and community outreach programs were seen as essential to fostering a fuller understanding of the benefits of the blue bag program and to leverage the advertising dollars.

Creative community outreach programs elevated this campaign from a one-way information dissemination approach to an interactive dialogue with residents. The branch mobilized its employees and approximately 100 volunteers to deliver blue bag information in a face to face manner.

Implementation and Challenges

Three main issues/challenges were identified:

- City residents had developed a strong sense of loyalty toward the Blue Box over 10 years. There was very little evidence that residents were unsatisfied with the Blue Box.
- City residents would need to purchase Blue Bags, whereas the Boxes were provided free of charge.
- Blue Boxes exemplify the concept of reuse. Plastic bags are not perceived as environmentally sensitive because of their one-time use.

Program Implementation

While the City planned to continue collecting recyclables in blue boxes for a full year after the launch of the blue bag program, the strategy was to encourage as many residents as possible to make the switch during the first two months of the campaign. This was to maximize campaign resources, rather than diffuse resources over the year. By creating a Blue Bag blitz, from mid March to mid June, a sense of excitement and momentum were created in the community.

Direct Mail

To ease residents into the program, a sample pack of 10 blue bags was delivered to each household during March. Along with the bags, residents received a brochure explaining the program, a coupon provided by *Glad* and their annual waste collection calendar (normally delivered to each household). These items were packaged in a small blue bag.

Advertising

A television, radio and print campaign ran from March 15 to April 18, to announce the program start date of April 1. A second flight ran from May 24 to June 13, to coincide with residents' need to make a first time purchase of blue bags, once their sample bags had been used. The convenience and simplicity of the bag program was reflected in the tone of the advertising. Four television commercials were produced, each demonstrating one clear benefit in a clean and snappy style that appealed to all segments of our broad audience group.

Media Relations

Local media became our greatest allies in the campaign. By working closely with them, we received more than 25 articles in local newspapers (entirely positive except for a few letters to the editor), and 130 minutes of television news coverage during the 3-month campaign. The estimated value: \$80,000.

Community Outreach programs

- 1) Materials Recovery Facility grand opening: This event was designed as a media and stakeholder event and resulted in extensive media coverage.
- 2) Materials Recovery Facility Open House: During environment week, (first week of June), 800 residents visited the facility, which has a viewing gallery. The buy-in from residents was clear in the positive comments received from virtually all who attended.
- 3) School programs: the waste branch runs a variety of school programs, all of which were modified in 1998 to highlight the blue bag program. These included a magic show, a professional puppeteer for grades K to 3, and classroom presentations and tours. The branch also sponsored, for the first time, a local non-profit arts and recycling organization- [REDACTED] -to deliver a blue bag program. In total, approximately 40,000 school children enjoyed some type of creative blue bag messaging.
- 4) For 10 years the branch has run an innovative community-based outreach program to train volunteers in home composting and recycling. More than 100 of these volunteers helped promote the blue bag program by giving presentations in their communities, attending displays at garbage fairs (local swap events) and giving media interviews.

- 5) Radio sponsorships: an investment of \$7,500 provided a promotional value of \$33,000 through a cross-promotional contest. For four weeks, a local radio station scoured City neighbourhoods in search of blue bags put out for collection. Daily prizes and a grand prize trip to [REDACTED] were awarded. Live morning show broadcasts from the recycling facility also contributed to higher awareness and understanding of the recycling process.
- 6) Displays/Mascot: The very popular [REDACTED] *Recycle* came out of partial retirement (due to resource limitations) and visited 25 community events. A Blue Bag display was set up at all these events, including festivals, home renovation and gardening shows. Enthusiastic staff answered questions and distributed blue bags.
- 7) Waste Hotline: the existing waste hotline was promoted more heavily to encourage residents to call for more information. Calls increased by 19 per cent over '98 from March to June.

Budget

Total advertising budget: \$175,000 (\$125,000 media buy, \$50,000 production costs)

Direct Mail: purchase of blue bags: \$60,000

Community outreach: all supplementary programs were built into existing budgets. These funded programs were all modified for 19[REDACTED] to carry a blue bag focus.

Selling the Solution

The branch had never before run television commercials. This was considered a risk by management, who were concerned that residents would perceive it as frivolous spending of tax dollars. Television advertising was demonstrated as being cost efficient because of the large reach attained. (Fewer than 10 complaints were received.) The scope of the campaign was sold to management as necessary to a) achieve the 60 per cent conversion needed to meet operational and budget requirements, and b) to sustain the positive goodwill the branch had established with residents through the highly successful blue box program.

Measuring/Evaluating Project Success

In October, Blue Bag participation was measured through a survey (actual count of bags put out by residents). The survey revealed that 82 per cent of residents were participating in curbside recycling, and of those, 77 per cent were using blue bags. This far exceeded our goal of 60 per cent by year-end. Contamination rates at the facility are running at about 11 per cent, meaning residents are putting the right things in the bags. This also exceeded our goal of 15 per cent.

Our solution and our strategy led to an extremely successful program. The program has been held up as a shining example of effective communications within the City, and is receiving widespread attention from other municipalities.

This tab contained a link to City recycling commercials housed on YouTube.

This tab contained a cd copy of 100% recycled radio spot which aimed at 18 – 34 market and an example of the retail shelf talkers (see next page).

Recycle

Not
bottles



• Just remove the caps and slip beverage containers in your blue bag.

The City

What do you get for a dollar a day in waste fees?

City Council recently approved the 2011 budget for our Waste Management Utility. On January 1, 2011, the monthly fee for single family households will increase from \$26.59 to \$29.85. the monthly fee for multi-family units will increase from \$17.29 to \$19.40.

The main driver behind the fee increase is the closure of the City's [REDACTED] Landfill in 2008. this results in higher costs for hauling our waste to a distant landfill and the need to build new processing systems.

The City's fees are very much in line with other major cities in Canada, and our city's environmental management system is widely regarded as one of the best in North America.

City residents have a comprehensive system that does much more than collect household waste and bury it. Residents have convenient services for recycling, safe disposal of hazardous materials, and large items disposal. A new program offers door side collection to people with reduced mobility.

Right now, through recycling and composting, the City is keeping close to 60 per cent of household waste out of landfills. New processing facilities include an Integrated Processing and Transfer Facility for sorting waste, and a waste-to-biofuels facility that will be completed in 2011. These facilities will enable us to divert 90 per cent of waste from landfill by 2011. It also means that City residents will soon be able to purchase gasoline that contains ethanol made from garbage they set out for collection.

City residents are proud recyclers and have been very supportive of our City's waste system. This is shown by the fact that 89 per cent of single family homes regularly recycle with the blue bag program, Eco Station visits are increasing 16 per cent each year, and our backyard composting and grasscycling rates are among the highest in Canada.

The best way to learn about the City's waste system is to see it in action. Tours of the City's Waste Management Centre are available to groups of 10 or more. If you don't have a group, you can join another tour. Call [REDACTED] to book.

Waster Management Services include:

- Collection of waste and recyclables from 321,000 homes, apartments and condominiums
- Three Eco Stations
- 21 community recycling depots
- 12 Big Bin events for large items
- Assisted collection for those with reduced mobility
- A Reuse Centre for drop-off and pick-up of reusable household items
- Leading edge processing systems that divert 60% of the City's waste from the landfill

This tab contained a listing of professional development and workshops related training attended by Gabrielle over the course of her employment.

This tab contained an original copy of a waste management strategic plan publication that was coordinated and edited by Gabrielle. As it is an original published document, it has not been included in the virtual portfolio.

The City
Official departmental letterhead

November 16, 20[REDACTED]

File No.: [REDACTED]



Re: Master Composter/Recycler Program

Dear [REDACTED]:

As per our conversation on November 6, 200[REDACTED], you are hereby dismissed as a volunteer from the Master Composter/Recycler (MCR) Program effective immediately. The reasons for your dismissal from the program are as follows:

- Your personal conduct at the [REDACTED] Reuse Fair 'free table' contravenes the Code of Conduct set out by the City and the MCR Program. (You did not act in a manner that was helpful, respectful or courteous while representing the City as a volunteer.)
- We received a written complaint from a witness that you used many harsh, inappropriate and offensive comments directed towards homosexuality and homosexuals, in reference to a book that was on the free table, in front of volunteers and members of the public.

You have demonstrated unacceptable behaviour in the past for which you have been warned about and reprimanded. Therefore, it has been determined that dismissal from the program is the only appropriate response at this time.

Please note that you are no longer permitted to attend any functions of the MCR Program, or represent the program or the City in a volunteer capacity.

Your attendance as a volunteer or patron at future Reuse Fairs will be at the discretion of the Fair Coordinator, and you will no longer be permitted to wear your MCR volunteer name tag. We ask that you return your nametag to us in the self addressed, pre-paid envelope provided in this mailing.

While your behaviour has, on several occasions, contravened the City's Code of Conduct, we want to thank you for the many hours of service you provided and for your

genuine enthusiasm for the program. Please do forward any comments or questions regarding your dismissal to the Director of Community Relations, Gabrielle Harvey at xxx-xxx-xxxx.

Regards,

Environmental Programs Coordinator
Environmental Management Branch

This tab contained an objectives and targets table outlining specific project objectives, targets and responsibilities.

This tab contained a reproduction of a letter written by Gabrielle in response to a documentary production that contained inaccurate and misleading information related to the operation and impact of the organization for which she works. An informational 'fact sheet' was also included in this tab as an attachment to the letter.

This tab contained a link to a publication that Gabrielle is responsible for editing.

This tab contained a memorandum outlining a research project plan written by the principal researcher that references discussion and direction regarding the recommendations for the qualitative research plan provided by Gabrielle.

This tab contained a research plan outlining a process for both qualitative and quantitative research and customer satisfaction/participation surveys.

This tab contained an outline and specific questions to direct management interviews regarding current communications programming.

This tab contained a report outlining the results of a reader questionnaire completed by participants of a focus group.

This tab contained a comprehensive outline and strategic plan for internal communications within the organization.

This tab contained a brief background to a market survey conducted by Gabrielle for a particular organization as well as a copy of the report to the management team.

This tab contained a project charter for a large grasscycling pilot initiative.