



# A Strategic Integrated Approach

## Implementation Guide

November 2010

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## Introduction

Diversity and inclusion are integral to NASA's mission success. Staying competitive in today's global marketplace and economy requires an organizational culture and work environment at all levels of the Agency where the best and brightest minds - employees with varying perspectives, education levels, skills, life experiences, and backgrounds - work together to achieve excellence and realize potentials.

The NASA Diversity and Inclusion Framework is designed to develop and sustain organizational environments Agency wide that:

- Fully integrate diversity and inclusion into the strategic decision making of the Agency to enhance organizational effectiveness, help achieve mission goals, and meet the challenges that lie ahead.
- Strategically utilize and expand workforce talents, skills, and opportunities to maximize individual potential and productivity Agency wide.

The NASA Framework is based on the following recognized diversity and inclusion principles:

- ***Demonstrated Leadership Commitment***
- ***Employee Engagement and Effective Communication***
- ***Continuous Education, Awareness, and Skills Development***
- ***Demonstrated Commitment to Community Partnerships***
- ***Shared Accountability and Responsibility for Diversity and Inclusion***
- ***Effective Measurement of Diversity and Inclusion Efforts***

## ***Defining Diversity and Inclusion***

The Framework's definitions for diversity and inclusion are intended to establish a shared understanding of the meaning of these terms. We have, therefore, sought to define these terms in the simplest, most straightforward manner possible. Hence, diversity is the ***similarities and differences*** in the individual and organizational characteristics that shape our workplace. Inclusion is the ***means*** by which we optimize the benefits to mission inherent in our diversity, for example, the policies, procedures, and practices that an organization puts in place to create more inclusive work environments.

## ***A Historical Perspective***

Over the years, NASA has maintained a focus on ensuring adherence to antidiscrimination laws. However, the Agency has also recognized the need to go beyond the requirements of the law through a focus on proactive efforts to create and maintain healthy organizations, that is, organizations characterized by fairness, trust and open communication between managers and employees and that are conducive to employee excellence and engagement. We have sought to establish such organizations in part by taking steps, based on the principles of inclusion, to maximize the benefits inherent in the vast diversity of our workforce. For example, commencing in the 1980s, NASA implemented a number of diversity initiatives, mainly focused on education and awareness. Today we are incorporating previous efforts into a comprehensive Framework, as described in this guide.

The brief sketch below takes a look back at the evolution from the era of the civil rights movement to the role of diversity and inclusion in our 21<sup>st</sup> century workplace, an evolution that has taken place over the past fifty years for NASA and the Nation and continues today.

### **1960s: Civil Rights Enforcement**

- Passage of comprehensive new civil rights and voting rights laws; development and implementation of regulations for the newly enacted laws.

### **1970s: Affirmative Employment for EEO Groups**

- Continued enforcement and expansion of the law; organizational efforts to increase the numbers of women, minorities, and individuals with disabilities in the workplace.

### **1980s: Multi-Culturalism**

- An emerging view that education and awareness efforts regarding varying cultural backgrounds in the workplace are needed in addition to enforcement and compliance activities.

### **1990s: Diversity Management**

- Diversity is widely viewed as a management philosophy, with tools and techniques developed to manage an increasingly diverse workforce; continuing expansion of the law.

### **2000s-: The Business Case: Redefining Diversity and Inclusion**

- Diversity is now recognized as a matter of strategic importance in the 21<sup>st</sup> century work place; implementation and refinement of inclusive policies and practices are seen as critical organizational needs for successful work environments; continuing rapid expansion of demographic diversity in the U.S. labor force; continuing expansion of the law.

# The Value of Diversity and Inclusion for NASA

## Internal Drivers

Today, the U.S. workforce is more diverse than ever before - the Nation's best and the brightest represent an endless variety of cultural, geographical, and educational backgrounds, not to mention life experiences and perspectives. We know the best employees come from different backgrounds and hold divergent viewpoints and that workforce diversity, when fully utilized, leads to inclusion of more ideas and viewpoints, which in turn leads to more creativity and innovation. The bottom line is that NASA needs the best employees to design creative and innovative technical solutions. NASA must position itself to attract, fully utilize, and retain the best talent. This includes being viewed as an employer of choice for a diverse workforce.

## External Drivers

NASA, like all organizations, has a mission and a series of goals and objectives designed to help achieve it. NASA's mission encompasses the U.S. space program, aeronautics research, and related science and technology development. The Agency's stakeholders include the U.S. Congress, the commercial space industry, the American public, and ultimately the world community - in a rapidly changing world. NASA needs to be reflective of the diversity of America at all levels of the organization. We also need to educate a more diverse American public on the need for robust space and aeronautics programs and their value in advancing U.S. scientific, security, and economic interests. To do so, NASA needs to increase outreach efforts to encourage and motivate people, especially young people, in diverse and underserved communities. Awareness and motivation for science, technology, engineering, and mathematics (STEM) educational and job opportunities are lacking, and too many students/families are unaware of the available resources and potentials. We also need to work as effectively as possible with a host of international partners. A comprehensive, fully-realized approach to diversity and inclusion is a powerful tool that can assist in accomplishing all of these objectives.

## A NASA "Business" Case for Diversity and Inclusion



## Foundation for the Framework: Principles of a Successful Diversity and Inclusion Approach

The Framework is designed to provide the Agency with a solid foundation, based on recognized principles, for fully integrating diversity and inclusion into NASA's mission and strategic decision making and developing strategies and initiatives at both the Agency and Center levels. At the Agency level, the body charged with overseeing and monitoring the implementation of the Framework is the Diversity and Inclusion Strategic Partnership (DISP), comprised of NASA senior leadership (the DISP Operational Structure may be found at p.16).

The Framework provides a model structure, reflected in the six principles, corresponding goals, and model strategies outlined below. The model strategies are intended to establish a *baseline* for implementation of the Framework. These strategies are intentionally broad to allow the DISP and Center diversity leadership to expound upon and further specify the mechanisms through which the existing strategies will be implemented as well as to identify additional strategies. The broad-based nature of the strategies is consistent with the Framework's intent to provide latitude to diversity leadership Agency wide in developing implementation plans that will operationalize the Framework.

At the Agency level, the DISP will develop an Agency-wide Strategic Implementation Plan. It is recognized that a number of organizations, for example, the Office of Human Capital Management, are already engaging in programs and initiatives that address one or more of the Framework's principles and are reflective of the model strategies. Such efforts should be incorporated into the Agency or Center implementation plans.

Once the Administrator has approved the Agency Implementation Plan, Centers will be expected to develop or align existing Center diversity and inclusion efforts, consistent with the Agency Plan and the model structure provided below. Nothing precludes the Centers from enhancing or otherwise expanding on the structure through additional goals and strategies needed to address the specific interests and concerns of the Center.

### ***Demonstrated Leadership Commitment***

#### ***1.1 Goal***

**The organization makes diversity and inclusion a matter of policy and demonstrates a commitment at the highest levels of the organization.**

#### ***1.2 Model Strategies***

- 1.2.1 Issuance of an Agency (and Center) ***Diversity Policy Statement***.
- 1.2.2 Integration of diversity and inclusion principles into the Agency Strategic Plan.

- 1.2.3 Named **Diversity Champions**, i.e., highly visible, top Agency and Center leadership who:
- a. Serve as voting members of the Diversity and Inclusion Strategic Partnership and participate in Agency diversity and inclusion strategic decision making.
  - b. Ensure the Center's overall implementation of the Agency Diversity and Inclusion Framework's principles, goals, and strategies (for example, establishing a diversity and inclusion structure in place that mirrors the Agency structure and allows for consistency in reporting and accountability).
  - c. Provide Center perspectives relative to Agency strategies; report on Center strategies and initiatives, and surface Center concerns and issues that require Agency attention.
  - d. Serve as the focal point for the diversity and inclusion efforts of the Center, including for example, participating in and encouraging the participation of senior leadership in diversity and inclusion activities.
- 1.2.4 A **Diversity Council**, or similar body, whose membership includes senior leadership and whose charter specifically defines roles and responsibilities (at the Agency level this body is the DISP).
- 1.2.5 **Other key leadership strategies** may include:
- a. Ensuring, as a matter of course, that all strategic workforce decision making is informed at the earliest possible stage of development by diversity and inclusion analyses and inputs.
  - b. Senior leadership team discussions regarding the progress of diversity and inclusion initiatives as a standard agenda item for regular meetings.
  - c. Formal recognition of and frequent messages about diversity and inclusion progress by senior leaders in public remarks, such as all-hands meetings, remarks before stakeholder groups, and senior management meetings.
  - d. Chairing, advising, and championing by seniors leaders of two-way forums such as diversity and inclusion advisory groups and employee affinity groups.
  - e. Organization-wide diversity and inclusion messaging from senior leadership, including a standard presence in newsletters and electronic mail and other public messages.

## **2. Employee Engagement and Effective Communication**

### **2.1 Goal**

**The organization takes proactive steps to increase employee engagement and effectively communicate at and across all levels of the organization, including a single Agency-wide definition for diversity and for inclusion.**

## 2.2 Model Strategies

- 2.2.1 A **common language around diversity** Agency-wide (starting with the Agency definition, see p. 3) embedded in policy, guidance, and a variety of informational materials at both the Center and Agency levels, with Diversity and Inclusion Communications Plans developed at both the Agency and Center levels through an ongoing partnership between the Equal Opportunity, Diversity, Human Capital, and Communications communities, and other appropriate stakeholders.
- 2.2.2 **Information relevant to employees**, particularly information regarding issues that affect the workforce and information regarding developmental opportunities, is appropriately conveyed through innovative and creative use of all available media with mechanisms in place to encourage:
- a. Widespread dissemination of information on critical matters and career development opportunities, such as high-visibility team assignments. The Center establishes an online system for communicating information to the entire organization that enables managers and supervisors to advertise special project opportunities to all employees. This can ensure that all employees have access to project opportunities and can apply online with minimal effort.
  - b. Employee input into decision making and clear communication of decisions.
  - c. An organizational environment in which employees at all levels are encouraged to share knowledge, and solicit and receive feedback.
  - d. An organizational environment in which employees at all levels are offered support for and opportunities to enhance engagement, for example, work/life balance, and stress management.
  - e. Access to formal and informal communication patterns in the organization in order to determine the strength and weakness of informal and formal communication processes.
  - f. Ongoing and consistent information delivery about diversity and inclusion at NASA through newsletters and relevant publications to employee groups.
- 2.2.3 **Active efforts by managers and supervisors** across the Agency to ensure that the value of diversity and inclusion, for example, in achieving high-levels of productivity, innovation, and creativity essential to mission success is both understood and fully leveraged by all teams and employees.
- a. Managers and supervisors should encourage team-building, emotional quotient, conflict management, and other course work that can show the practical workplace value of diversity of viewpoints, as well as organization-wide or “all-hands” meetings that address the value of diverse teams in making good technical and managerial decisions.
  - b. Organizations with primary roles and responsibilities external to the Agency should develop programs and initiatives designed to optimize the benefits of diversity in specific contexts. For example, NASA’s Office of Small Business Programs offers the Mentor-Protégé Program, which is designed to encourage NASA prime contractors to assist eligible protégés in enhancing their capabilities to perform NASA contracts and subcontracts. This office also

sponsors the Small Business Advocates Award and the Small Business Industry Awards. These awards recognize employees and contractors, respectively, who demonstrate successful and innovative practices in the Agency's small business program.

- 2.2.4 **Utilization of the expertise of employee resource/affinity groups to assist in increasing employee engagement.** Where employee resource groups exist, their members can be very helpful in efforts to increase employee engagement, particularly in efforts to better understand employee needs and concerns and devise strategies and actions to address them. Where such groups do not exist, consideration should be given to ascertaining whether or not there is an interest among employees in establishing such groups. (See also Sec. 4.2.3. on employee resource groups in the context of outreach efforts.)

### **3. Continuous Education, Awareness, and Skills Development**

#### **3.1 Goal**

**The organization has a continuous program built on ensuring that all employees have basic skill sets and advanced training and technical assistance opportunities are available.**

#### **3.2 Model Strategies**

- 3.2.1 A **suite of managerial and employee training opportunities** offer training on inclusive policies and practices. Employees have the skills and knowledge to excel in their responsibilities while thriving in a workplace that is empowering, supportive, and inclusive.
- 3.2.2 **Coordinated diversity and inclusion and related training efforts** that occur regularly at all Centers, including evaluation. An excellent approach to diversity education and awareness is diversity dialogues, which essentially constitute facilitated learning circles. These learning circles offer managers and employees a safe environment in which to explore issues around diversity and inclusion, such as matters pertaining to general differences, race, religion, veteran's issues, gender or sexual orientation, to name just a few, that may be difficult or inappropriate to discuss in other venues. Ultimately, such efforts can play a crucial role in helping all employees to expand their understanding of various diversity and inclusion related areas and better appreciate the value in our differences.
- 3.2.3 **Ongoing, coordinated efforts to ensure diversity and inclusion are firmly embedded in leadership and professional development training and new employee training.** For example, new managers and employees should have ample opportunities to take advantage of diversity and inclusion training sessions, thereby helping to foster a sustained culture of inclusive behaviors.

## 4. Demonstrated Commitment to Community Partnerships

### 4.1 Goal

The organization actively partners and builds constructive relationships with local governments, schools, and community-based organizations and professional associations for the purpose of expanding outreach to diverse communities, expand opportunity, and enhance access to audiences not ordinarily reached.

### 4.2 Model Strategies

4.2.1 **Corporate recruitment efforts and pipeline development.** Centers should make it a priority to expand their recruitment efforts to ensure inclusion of geographically diverse educational institutions.

- a. An excellent recent example of an Agency recruitment effort is the Early Career Hiring Initiative (ECHI). ECHI was spearheaded by the Office of Human Capital Management to (a) eliminate critical skill mismatches and unhealthy work overload, and (b) enhance succession management through the correction of widely acknowledged demographic imbalances. To correct demographic imbalances, Center recruiters were encouraged to work closely with EO Offices to utilize nontraditional recruitment sources, e.g., the Workforce Recruitment Program, Vocational Rehabilitation Networks, the Project for Achieving Competence in Computing, Engineering and Space Sciences (ACCESS), veteran's organizations, women and minority professional societies, minority universities, etc. Selecting officials were encouraged to utilize all available hiring authorities, including Schedule A excepted service appointments for individuals with disabilities. To date, ECHI has been extremely successful in addressing the Agency's need to bring on new talent and competencies as well as in reaching a diverse pool of talent.
- b. An excellent example of pipeline development is the Agency's One Stop Shopping Initiative (OSSI), spearheaded by the Office of Education. OSSI enables eligible students to access all NASA opportunities through a single portal and single application, enabling NASA to continually reengage students throughout their academic careers. As strategic partners, NASA's Offices of Education, Human Capital Management, and Diversity and Equal Opportunity collaborate with external stakeholders to support the entry of OSSI students into the NASA workforce, including industry and academia.

4.2.2 **Strong ties with diverse professional organizations and community groups** to maintain strong partnerships, build capacity, and have access to a wide talent pool - beyond the traditional sources. For example, Centers should continue to establish strong ties with local primary and education systems, including those of diverse and underserved populations. Both urban and rural communities should be involved. Such educational outreach initiatives enable students from elementary school through college to apply their learning to science and engineering projects and motivate them to pursue careers in STEM.

- 4.2.3 **Utilization of the expertise of employee resource/affinity groups** to assist in outreach. Employee resource groups can assist in outreach efforts that foster diversity and inclusive environments in the organization through participation in community service and NASA speaker series.

## 5. Shared Accountability and Responsibility for Diversity and Inclusion

### 5.1 Goal

There are organizational objectives on diversity and inclusion, and these are reflected in criteria for evaluating performance. There is an expectation, communicated at the highest levels, that diversity and inclusion are shared responsibilities among all managers and employees.

### 5.2 Model Strategies

- 5.2.1 **Well-defined Organizational Objectives around Diversity and Inclusion.** Agency and Center goals, objectives, and policies are in place that support behaviors consistent with diversity and inclusion principles, such as efforts to ensure that the environment is fully supportive of diverse viewpoints being voiced and providing mechanisms to share input and feedback with management.
- 5.2.2 **Agency Diversity and Inclusion organizational objectives and performance outcomes** are incorporated in NASA's Annual Performance and Accountability Report.
- 5.2.3 **Diversity and Inclusion Performance Standards.** Organizational plans and objectives for fostering diverse and inclusive environments are in place and are linked to performance standards that determine individual ratings of managers and supervisors.
- 5.2.4 **Compensation for NASA management is tied to success in meeting diversity and inclusion desired outcomes.** For example, the SES performance standards now incorporate a stand-alone performance indicator for Diversity and Equal Opportunity. This is a clear demonstration of holding top leadership accountable for diversity and inclusion outcomes. It also helps to align diversity and inclusion principles closely with the Agency's strategic mission.
- 5.2.5 **Diversity and Inclusion as part of manager-employee interactions on performance.** Managers routinely advise employees on the importance of incorporating diversity and inclusion into individual development plans and regularly encourage employees to avail themselves of diversity and diversity-related educational opportunities, for example, emotional intelligence and conflict management.

## 6. Effective Measurement of Diversity and Inclusion Efforts

### 6.1 Goal

The organization establishes and utilizes steps to monitor and evaluate its efforts to create an inclusive work environment and to measure the impact of diversity efforts.

### 6.2 Model Strategies

6.2.1 Thorough **data analysis and development, implementation, and monitoring** of appropriate strategic are actions based on:

- a. Agency-wide **Diversity Cultural Survey**. Implemented in Fall 2010 to establish a diversity and inclusion snapshot of the Agency and the Centers, this survey aims to identify our strengths and challenges, and design future activities for the continuing enhancement of diversity and inclusion efforts at the Agency.
- b. **Focus Groups**. These may be developed by the Diversity Manager in coordination with the Diversity Champion and other appropriate officials, and should be designed to ascertain specific information regarding employee perceptions around diversity and inclusion that may not be accessible through a survey.
- c. **Internal** and **External Benchmarking** to be conducted by Diversity Managers.
- d. **Performance indicators** to measure the program's success as part of the Agency and Center Strategic Implementation Plans.

## The Framework: Expected Outcomes for NASA

- A **sustained Agency-wide vision for diversity and inclusion** that provides for consistent and coordinated Agency and Center diversity and inclusion efforts that are fully integrated and aligned with the strategic mission of the Agency.
- An **organizational culture and environment** that embraces diversity and inclusion, making optimal use of the varied backgrounds, perspectives, and experiences of employees to create higher-performing organizations Agency wide.
- A **system of measurement** to assess the current environment and the functioning of diversity and inclusion efforts.
- **Strengthened partnerships** among all Mission Directorates, Mission Support offices, and Centers.

## Shared Diversity and Inclusion

### Roles and Responsibilities

All Agency organizations, based on their specific roles and responsibilities, play an active part in successful diversity and inclusion efforts. Thus, every Agency organization is represented on the Diversity and Inclusion Strategic Partnership. The following envisions how each organization can play a uniquely important role in the implementation of the Framework.

#### ***Office of the Administrator***

- The Administrator (Agency Diversity Champion) and the Deputy Administrator provide Executive Leadership and serve as the focal point for the Framework.
- Senior leadership within the immediate Office of the Administrator also provide direction and support in achieving the objectives of the Framework, including communication with Mission Directorates, Mission Support offices, and Centers on their leadership roles and responsibilities.

#### ***Office of Diversity and Equal Opportunity***

- Agency-wide Diversity and Inclusion policy, guidance, strategies, top level requirements, and program objectives.
- Communication with the Mission Directorates, Mission Support offices, and Centers on leadership roles and responsibilities.

#### ***Office of Mission Support***

#### ***Office of Independent Programs and Cost Evaluation***

#### ***Office of Strategic Infrastructure***

- Implementation and operations

#### ***Office of Communications***

#### ***Office of Legislative Affairs and Intergovernmental Affairs***

#### ***Office of International and Interagency Relations***

#### ***Office of the Chief Information Officer***

- Internal/external communications strategies

#### ***Office of Education***

- Educational pipeline diversity

### ***Office of Small Business Programs***

- Supplier diversity

### ***Office of the General Counsel***

- Legal guidance and assistance

### ***Office of Human Capital Management***

- Fair and equitable workforce policies, planning, and top-level requirements.

### ***Office of Chief Financial Officer***

- Partners with the Office of Diversity and Equal Opportunity to integrate the Agency's diversity and inclusion efforts and performance outcomes into the NASA Strategic Plan and Annual Performance and Accountability Report.
- General support for the Agency Framework concept.

### ***Office of the Chief Medical Officer***

- Policies and procedures related to the health and safety of the workforce.

### ***Mission Directorates***

#### ***Office of Chief Engineer***

#### ***Office of Safety and Mission Assurance***

#### ***Office of Chief Scientist***

#### ***Office of Chief Technologist***

- General support for the Agency Framework concept, for example, through outreach, community, and educational involvement.

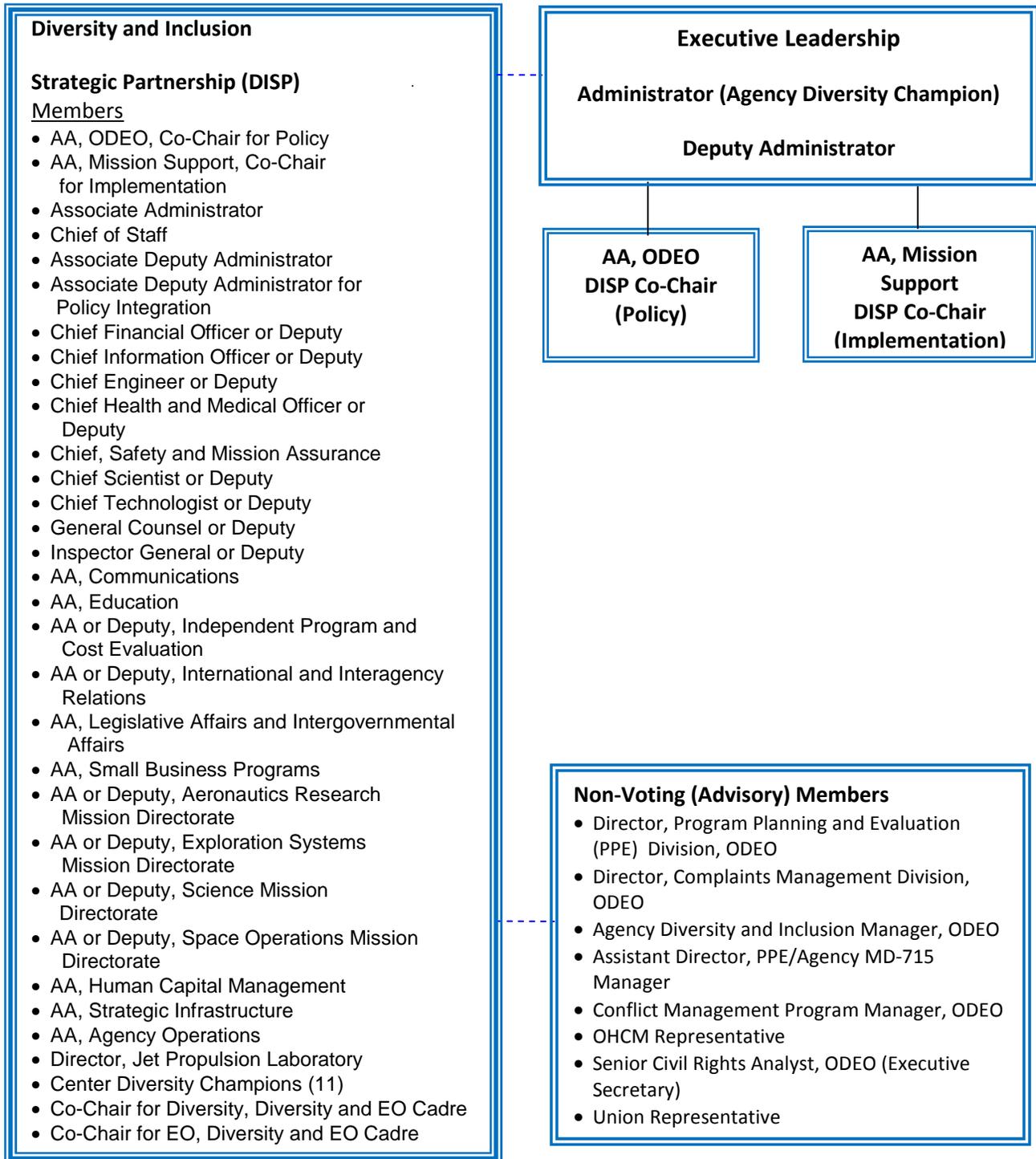
### ***Centers***

- Implementation of the Agency framework and development and implementation of Center-specific Strategic Implementation Plans.

### ***Unions***

- Union members' perspectives on diversity and inclusion.

# Diversity and Inclusion Strategic Partnership Operational Structure



# Appendix A. Sample Sections of a Diversity and Inclusion Strategic Implementation Plan

The Sample Implementation Plan Sections provided here are by no means comprehensive. They address only the first two Framework Principles and provide only possible examples of what an actual Plan might look like and how it might be developed. Note that many of the measurements of the Sample Plan are framed as actions. This is intentional and shows that measurement of progress in a diversity and inclusion framework based on shared accountability must be viewed as a function of actions taken by senior leadership and employee perceptions of those actions.

## ***Principle -- Demonstrated Leadership Commitment***

**Goal -- The organization makes diversity and inclusion a matter of policy and demonstrates a commitment at the highest levels of the organization.**

Framework Strategy	Actions	Measurements
<b>1. Agency and Center Policy Statements on Diversity and Inclusion</b>	<b>1.1 Issuance</b> 1.1. a <b>Administrator issues Diversity and Inclusion Policy Statement</b> to all employees and contractors and reissues annually.  1.1.b <b>Center Directors issue</b> Agency Policy Statement and their own Center Policy Statements.  <b>1.2 Additional Dissemination</b> HQ and Centers publish and post in their major print and online publications.	1,1.a and 1.1.b <b>Followup survey (to 2010 Agency Diversity and Inclusion Survey) responses</b> to questions on whether or not employees are knowledgeable about the Agency’s diversity and inclusion policies and whether or not they have been addressed in briefings and all hands meetings.  <b>1.2 Additional employee feedback</b> gathered by ODEO and Center Diversity Managers through focus groups or survey vehicles, for example, the ODEO Functional Review Employee Satisfaction Survey.

<p><b>2. Agency and Center Diversity Champions</b></p>	<p><b>2.1 Naming of the Champions</b> Center Directors name champions</p> <p><b>2.2 Champions Undertake Roles and Responsibilities</b> Consistent with the Framework, Champions:</p> <p><b>2.2.a. Serve as voting members of the Diversity and Inclusion Strategic Partnership (DISP)</b> and participate in Agency diversity and inclusion strategic decision making.</p> <p><b>2.2.b Ensure the Center's overall implementation</b> of the Agency Diversity and Inclusion Framework's principles, goals, and strategies such as ensuring there is a diversity and inclusion structure in place that mirrors the Agency structure and allows for consistency in reporting and accountability.</p> <p><b>2.2.c Provide Center perspectives</b> relative to Agency strategies, reporting on Center strategies and initiatives, and surfacing Center concerns and issues that require Agency attention.</p> <p><b>2.2.d Serve as the focal point for the diversity and inclusion efforts of the Center</b>, including participating in and encouraging the participation of senior leadership in diversity and inclusion activities.</p>	<p><b>2.1 Champions named.</b></p> <p><b>2.2.a Champions' attendance at all DISP meetings.</b></p> <p><b>2.2.b Champions play an important role</b> in the Center's diversity and inclusion development and implementation, for example, <b>chairing the Center Diversity Council.</b></p> <p><b>2.2.c Champions' full participation in DISP meetings.</b></p> <p><b>2.2.d(i) Champions are initiating senior leadership team discussions</b> regarding the progress of diversity and inclusion initiatives as a standard agenda item for regular meetings.</p> <p><b>2.2.d(ii) Champions are working closely with Diversity Managers and Office of Communications</b></p>
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		<p><b>on diversity and inclusion messaging</b>, including a standard presence in newsletters, and electronic mail and other public messages from senior leadership supporting diversity and inclusion efforts.</p> <p>2.2.d(iii) There is <b>formal recognition of and frequent messages about diversity and inclusion progress by senior leaders in public remarks</b>, such as all hands meetings, remarks before stakeholder groups, and senior management meetings, as measured by employee survey and focus group feedback.</p>
<p><b>3. Diversity and Inclusion are reflected in the Agency Strategic Plan</b></p>	<p><b>3.1 ODEO and the Office of the Chief Financial Officer work to ensure that diversity and inclusion are fully reflected in the Agency Strategic Plan.</b></p>	<p>3.1 The Agency Strategic Plan <b>includes specific references, outcomes, and objectives pertaining to diversity and inclusion.</b></p>

**Principle – Employee Engagement and Effective Communication**

**Goal --- The organization takes proactive steps to increase employee engagement and effectively communicate at and across all levels of the organization, including a single Agency-wide definition for diversity and for inclusion.**

Framework	Actions	Measurements
<p>1. A <b>common language around diversity and inclusion</b> is established through <b>innovative and creative use of all available media</b>.</p>	<p>1.1 ODEO, Center Diversity Managers, and the Office of Communications work closely to develop Agency and Center Diversity and Inclusion Communication Plans that include:</p> <p>1.1.a Agency and Center Web sites, social networking sites, newsletters, and other communications materials, e.g., brochures devoted to or including discussions on diversity and inclusion. (Appropriate linkage between Agency and Center Web sites.)</p> <p>1.1.b ODEO and Diversity Managers develop, issue, and widely disseminate publications on diversity and inclusion progress, e.g., best practices publications.</p>	<p>1.1.a(i) <b>Followup survey (to 2010 Agency Diversity and Inclusion Survey) responses</b> to questions on employees’ perception of how frequently they are exposed to diversity and inclusion information, whether or not employees are knowledgeable about the Agency’s diversity and inclusion efforts, and employees’ level of understanding about what those efforts are designed to do.</p> <p>1.1.a(ii) ODEO and Agency Diversity Manager review of online and print communications materials issued by HQ and the Centers.</p> <p>1.1.a(iii) Number of “hits” on Web sites where diversity and inclusion information is posted.</p> <p>1.1.a(iv) Input and feedback from employee resource groups.</p> <p>1.1.b <b>Publications are issued.</b> ODEO and Agency Diversity Manager review of Center Diversity Managers’ efforts to disseminate and outcomes, e.g., how often viewed online, to which external groups, individuals disseminated.</p>

<p><b>2. Information relevant to employees is appropriately conveyed,</b> particularly information regarding issues that affect the workforce and information regarding developmental opportunities.</p>	<p>2.1 HQ and Centers, through partnerships between Diversity and EO and OCIO- IT establish online system for communicating information to the entire organization that enables managers and supervisors to <b>advertise special project opportunities to all employees.</b></p>	<p>2.1.a Online system is established.</p> <p>2.1.b Frequency of use of system as well as assessments of patterns of use and user characteristics is reported to Diversity Managers and through them to the DISP.</p> <p>2.1.c Employee feedback on the effectiveness of the system and on whether employees believe there is equitable access to career-enhancing opportunities is measured over time through surveys and focus groups with analysis reported to the DISP.</p>
<p><b>3. Active efforts by managers and supervisors</b> to ensure that the value of diversity and inclusion is both understood and fully leveraged.</p>	<p>3.1 Managers and supervisors <b>encourage team-building, emotional intelligence, conflict management, and other course work</b> that can show the practical workplace value of diversity of viewpoints, as well as <b>organization-wide or “all hands” meetings that address the value of diverse teams</b> in making good technical and managerial decisions.</p>	<p>3.1.a Measurement of number of employees participating in such training is taken, reported to diversity managers who in turn report it to Diversity Champions and the DISP.</p> <p>3.1b Employee perceptions as to whether managers and supervisors are making efforts to address the value of diversity and inclusion is measured through surveys and focus groups, with analysis reported to the DISP.</p>

## Appendix B. A Few Suggested Resources

The following is a non-exhaustive list of suggested diversity and inclusion resources. We encourage those with roles and responsibilities under the Framework, such as Diversity Champions and Diversity Managers, to review these resources, as we believe they may be helpful in conceptualizing and executing Diversity and Inclusion Strategic Implementation Plans. Members of the DISP and Center Diversity Councils may also find these resources informative.

### Reports

U.S. Merit Systems Protection Board (MSPB), *Fair and Equitable Treatment: Progress Made and Challenges Remaining* (December 2009) (accessible at: <http://www.mspb.gov/netsearch/viewdocs.aspx?docnumber=472678&version=473953&application=ACROBAT>)

U.S. Government Accountability Office (GAO), *Federal Aviation Administration: Human Capital System Incorporates Many Leading Practices, but Improving Employees' Satisfaction with Their Workplace Remains a Challenge*, GAO-10-89 (October 2009) (accessible at: <http://www.gao.gov/new.items/d1089.pdf>)

GAO, *Diversity Management: Expert-Identified Leading Practices and Agency Examples*, GAO-05-90 (January 2005) (accessible at <http://www.gao.gov/new.items/d0590.pdf>)

The Conference Board, *The Diversity Executive: Tasks, Competencies, and Strategies for Effective Leadership*, Council Report R-1300-01-CR (2001) (available for purchase at <http://www.conference-board.org/publications/publicationdetail.cfm?publicationid=473>)

### Books and Articles

Lee Gardenswartz and Anita Rowe, *Managing Diversity: A Complete Desk Reference and Planning Guide* (1998) (available for purchase at <http://www.amazon.com/Managing-Diversity-Complete-Reference-Planning/dp/0070220042>)

Marilyn Loden, *Implementing Diversity* (1995) (available for purchase at <http://www.amazon.com/Implementing-Diversity-Marilyn-Loden/dp/078630460X>)

Ron Zemke, Claire Raines, and Bob Filipczak, *Generations at Work: Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace* (1999) (available for purchase at <http://www.amazon.com/gp/search?index=books&linkCode=qs&keywords=0814404804>)

Michele E. A. Jayne and Robert L. Dipboye, "Leveraging Diversity to Improve Business Performance: Research Findings and Recommendations for Organizations," *Human Resource Management*, Winter 2004, Vol. 43, No. 4, Pp. 409–424 (accessible at [http://www.uri.edu/advance/files/pdf/Leveraging%20Diversity%20.%20.%20.%20Jayne&Dipboye\\_2004.pdf](http://www.uri.edu/advance/files/pdf/Leveraging%20Diversity%20.%20.%20.%20Jayne&Dipboye_2004.pdf))

### Other Resources

Diversity Central: Resources for Cultural Diversity at Work ([http://www.diversitycentral.com/leaders\\_toolkit/toolkit/definition1.html](http://www.diversitycentral.com/leaders_toolkit/toolkit/definition1.html))

DiversityInc (<http://www.diversityinc.com/>)

Society for Human Resource Management, *Diversity* (<http://www.shrm.org/hrdisciplines/Diversity/Pages/default.aspx>)

U.S. Office of Personnel Management, *Guidelines for Conducting Diversity Training* (<http://www.opm.gov/hrd/lead/policy/divers97.asp>)