DIRECTOR'S
Diversity in Leadership
STUDY

YEAR FOUR EXECUTIVE REPORT 2019

Table of Contents

Foreword

During its fourth year, the Director's Diversity in Leadership Study (DLS) for the first time focused on using empirical data to identify and utilize enabling behavior to enhance our Diversity and Inclusion (D+I) strategic objectives and implement the Study's seven recommendations. In this report, DLS shares the data with the purpose of informing the workforce and highlighting activities that DLS sponsored in Year Four that are aligned to the Study's recommendations. As you will see, the CIA is making incremental change and is moving in the right direction.

In addition to the Year Four initiatives and programs, we also hosted an internal program review with our External Advisory Board to evaluate three issues: (1) program accomplishments from 2015 to the present day; (2) key areas of focus to support a transition plan; and (3) high-level strategic direction and review for the end of Year Four through a program transition. We received valuable feedback regarding our efforts, recognizing that although incremental change has occurred, we need everyone involved.

To close out Year Four, we hosted our first D+I Summit, tackling issues surrounding the theme "Overcoming Barriers to Inclusion." During the Summit, Agency officers learned ways to cultivate more inclusive work environments and impact culture change at the Agency from a keynote presentation by the NeuroLeadership Institute, highlights regarding the Agency's current state of D+I, and a discussion panel consisting of officers who have paved the way for D+I at the Agency.

To sustain the upward trend and Agency leaders' commitment to *Overcoming Barriers to Advancement* in Year Five, the core principles of the new 2020-23 Diversity Strategic Plan encompass DLS's seven recommendations. We invite you to join us in Year Five to take an active role in increasing the diversity in leadership roles as we aim to achieve our vision of "Moving Forward >>>Change Beyond Numbers."

Elizabeth M. Vogt and Anita C. Crawford–Murphy
Implementation Lead and Deputy Implementation Lead
of the Director's Diversity in Leadership Study

CENTRAL INTELLIGENCE AGENCY • 6 NOVEMBER 2019

Background

DLS Recommendations

In 2014, the Diversity in Leadership Study (DLS) was commissioned by the Director of the CIA to examine the factors that limit diversity in the CIA's senior leadership.

The DLS team used data gathered from CIA workforce surveys, focus groups, interviews, and engagement sessions in a thorough analysis of workforce demographics data. The completed Study, *Overcoming Barriers to Advancement*, was published in June 2015 and provided a rigorous roadmap to increase the diversity of the CIA's leadership and build a more inclusive culture.

The Study highlighted that CIA leadership does not reflect the diversity of the nation or the CIA workforce and identified cultural, management, and organizational challenges that contribute to the lack of diversity in the Agency's leadership. Specifically, the study concluded that the Agency does not give sufficient priority to the development of all of its officers, hold itself accountable for maintaining a diverse and inclusive workplace, or consistently promote an inclusive culture.

The *Overcoming Barriers to Advancement Study* offered seven recommendations to build a more diverse leadership cadre and foster an inclusive culture at CIA (see figure 1).

Figure 1

DLS Seven Recommendations

1 Set Leadership Expectations Regarding Diversity, Inclusion, and Employee Development

2 Drive Accountability To Ensure Compliance

3 Promote Transparency and Build Trust

4 Foster an Inclusive Climate

5 Improve Talent Identification, Development, and Management Practices

6 Increase Hiring of Diverse Talents and Backgrounds

7 Expand and Diversify Networking Opportunities

1) Set Leadership Expectations Regarding Diversity, Inclusion, and Employee Development

Leadership must articulate a vision of D+I for the workforce, set goals for inclusive behavior, and communicate expectations to all Agency officers. These expectations must be followed, measured, and tracked. Leaders must champion role models and cite success stories that bring to life the impact diversity has on the mission.

2) Drive Accountability To Ensure Compliance

All officers entrusted to manage people must be held accountable for leveraging diversity and developing talent, regardless of an officer's race, gender, disability status, or sexual orientation. This accountability starts at the top and requires the introduction of a standard, corporate-wide Performance Summary Report (PSR; formerly known as Performance Appraisal Report [PAR]) for all managers and supervisors. Use of the PSR, with a focus on diversity and fostering an inclusive environment, must be utilized on a 360-degree basis to be effective.

At a higher level, there should be new criteria for Senior Intelligence Service (SIS) annual bonuses related to progress toward a more diverse leadership cadre and the pipeline to advancement. The Agency must also establish a corporate-level program evaluation to drive and institutionalize accountability for inclusive behaviors.

3) Promote Transparency and Build Trust

Transparency in the Agency's promotions, assignments, awards, and other career management processes will allow Agency officers to better understand their career development and more effectively compete for promotions and assignments. The Agency should more widely publicize the results of career advancement of individual officers (e.g., promotions, selection for key training or educational assignments, etc.).

4) Foster an Inclusive Climate

Fostering a more inclusive climate is a leadership expectation. Leaders must set the standard for what is expected from the workforce. In addition, the workforce needs to take an active role in understanding how D+I improve mission performance.

All Agency officers must be fully aware and well prepared to address diversity, inclusion, and equity issues as they arise. Well-established tools, including unconscious bias training, the implementation of standards of measurement, and 360-degree management evaluations must be incorporated.

5) Improve Talent Identification, Development, and Management Practices

Agency management bears the responsibility to determine how to best utilize the talents of individuals to maximize mission impact and advance every officer's career. Recognizing leadership potential and taking the concrete steps needed to fully develop that potential must be a primary focus of the Agency's senior leadership. To truly impact the leadership pipeline of the future, the Agency must invest in early career leadership development and recognize the importance of highly visible and challenging tasks to an officer's skills and growth.

The Agency should introduce transparent, fair, and effective processes for succession planning for leadership and management roles, including a framework of assignments and experiences to prepare GS-13s and GS-14s for leadership at the GS-15 and SIS levels.

6) Increase Hiring of Diverse Talents and Backgrounds

The importance of hiring for diverse talent and officers of different backgrounds for the long-term health of the Agency cannot be overstated. The Agency must accomplish four priorities: (1) invest in community outreach and relationship building; (2) reemphasize relationships and commitments to draw from colleges, universities, and professional associations with significant populations of underrepresented groups; (3) establish internship and fellowship programs supporting the recruitment of underrepresented groups; and (4) frequently communicate and socialize Talent Acquisition Office (formerly the Recruitment Center) activities with the workforce.

These priorities can only be achieved by clearly defined objectives, periodic and consistent measurement to assess progress, and mechanisms to assure management accountability for success or failure. All officers—and their supervisors—should understand that the attraction of diverse talent is critical to the Agency's future and should give priority to supporting minority recruitment that is consistent with these goals.

7) Expand and Diversify Networking Opportunities

The Agency should teach all officers how to better engage and network with their peers, supervisors, and other managers. Those in authority should be expected to foster and encourage networking. Moreover, the Agency should enable and encourage cross-organizational and corporate opportunities to expand professional networks and foster joint-mission action.

The Agency should establish a corporate mentoring program to drive broader access to mentoring programs, as well as encourage participation from diverse cohorts. This structure will more carefully track and measure the impact of established mentoring programs, with a view to understanding and promoting best practices for effective mentoring networks for junior officers.

Defining D+I

D+I are mission at CIA. Director Gina Haspel identified advancing D+I as one of her six priorities for the Agency. CIA's roadmap communicates the strategic objective to advance D+I as a mission imperative, noting that the Agency will build a diverse workforce and create an inclusive environment in which all employees feel valued, have the opportunity to develop to their full potential, and contribute to mission.

Key mission priorities include achieving a more diverse and inclusive workforce in management and mission areas.

Diversity at CIA is the wide range of life experiences and backgrounds needed to ensure multiple perspectives that enable us to safeguard US national security. It encompasses the collection of individual attributes that, together, help agencies pursue organizational objectives efficiently and effectively. These include, but are not limited to, characteristics such as national origin, language, race, color, disability, ethnicity, gender, age, religion, genetic information, sexual orientation, gender identity, socioeconomic status, veteran status, and family structures.

Inclusion at CIA refers to a culture that connects each employee to the organization; encourages collaboration, flexibility, and fairness; and leverages diversity throughout the organization that empowers all individuals to contribute their full potential. In practice, we:

- Respect and value everyone's unique contribution—regardless of rank or role;
- Actively seek out and recognize the value of diverse viewpoints in service to mission; and
- Work in a harassment-free environment that supports open dialogue.

Agency Diversity Metrics

Figure 2

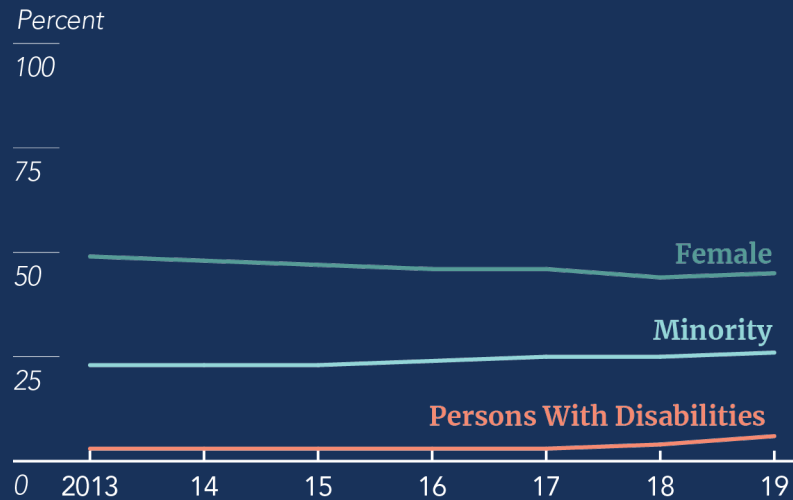## How Has Diversity Within the Agency Changed During the Past Six Years?
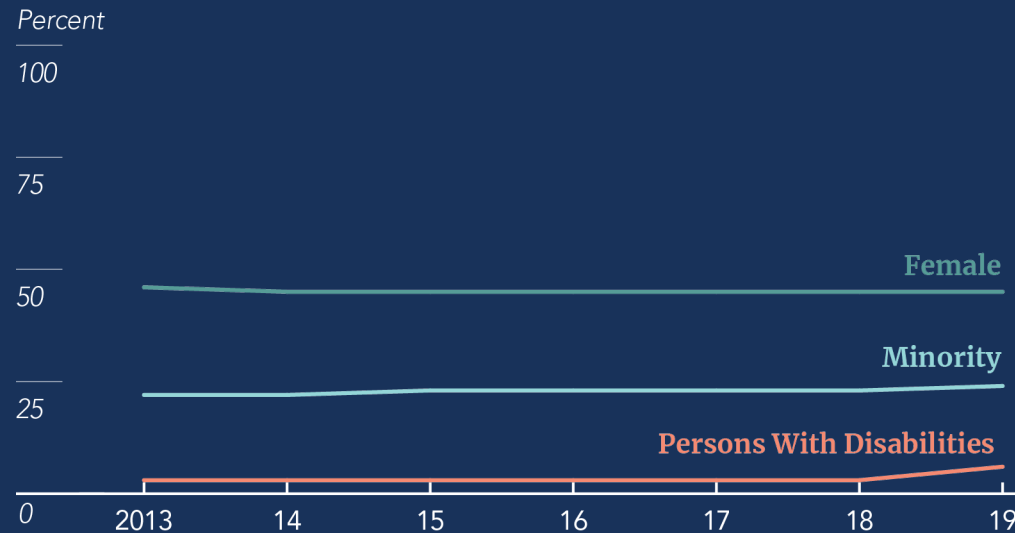
Percent

Agency representation of females, minorities, and persons with disabilities between FY 2013 and FY 2019. Data as of the end of each fiscal year. Percentages include all CIA careerists, including officers on leave without pay (LWOP) and in Student Programs. Percentages of persons with disabilities for FY 2015 reflect percentages for FY 2014.

As seen in figure 2, the population of female officers decreased from 45.6 percent to 44.9 percent, the population of minority officers increased from 22.2 percent to 23.5 percent, and the population of officers with disabilities increased from 2.7 percent to 5.7 percent.

# Diversity in the Leadership Pipeline, FY 2013 to FY 2019

Figure 3
Diversity in Leadership at the GS–13 Level

Percent

Diversity in the leadership pipeline between FY 2013 and FY 2019. Data as of the end of each fiscal year. Percentages include all CIA careerists, including officers on leave without pay (LWOP) and in Student Programs. Percentages of persons with disabilities for FY 2015 reflect percentages for FY 2014.

Figures 3 through 6 display the representation of females, minorities, and persons with disabilities from the GS-13 to SIS levels between FY 2013 and FY 2019. At the GS-13 level, female representation decreased from 48.5 percent to 44.7 percent, minority representation increased from 23.3 percent to 25.7 percent, and representation of persons with disabilities increased from 2.8 percent to 6 percent.

Figure 4
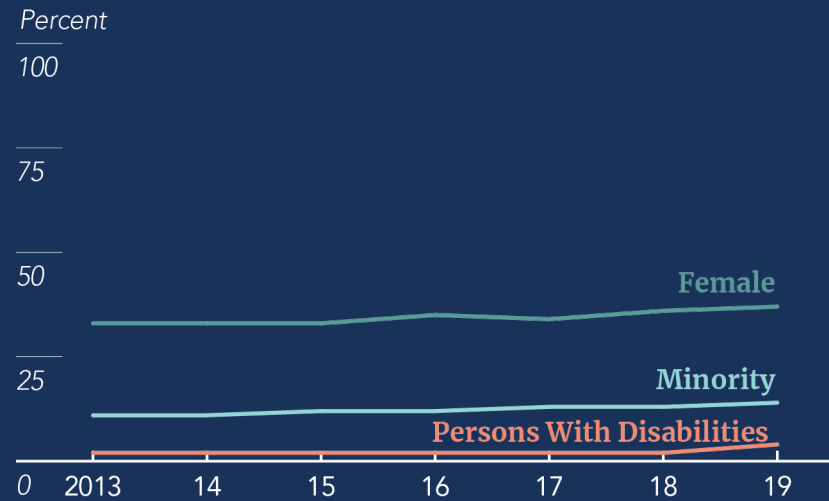## Diversity in Leadership at the GS–14 Level
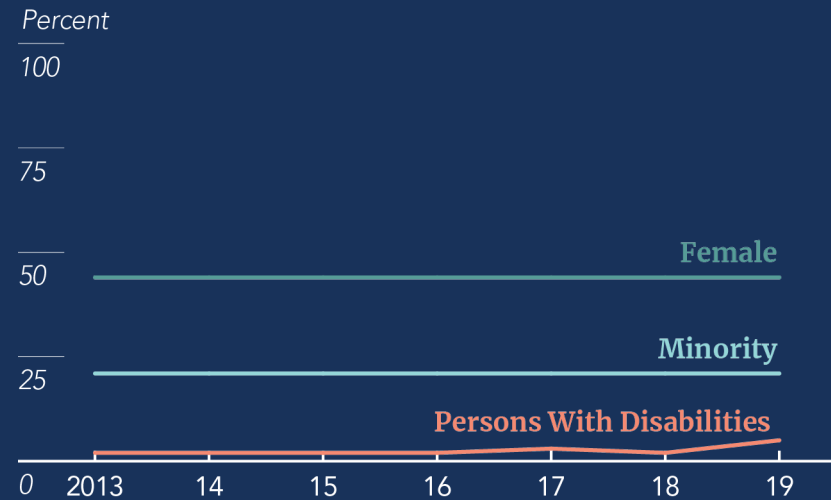
Percent

At the GS-14 level, female representation increased from 43.5 percent to 43.9 percent, minority representation increased from 20.6 percent to to 21.4 percent, and persons with disabilities increased from 2.2 percent to 4.9 percent.

Figure 5

Diversity in Leadership at the GS–15 Level
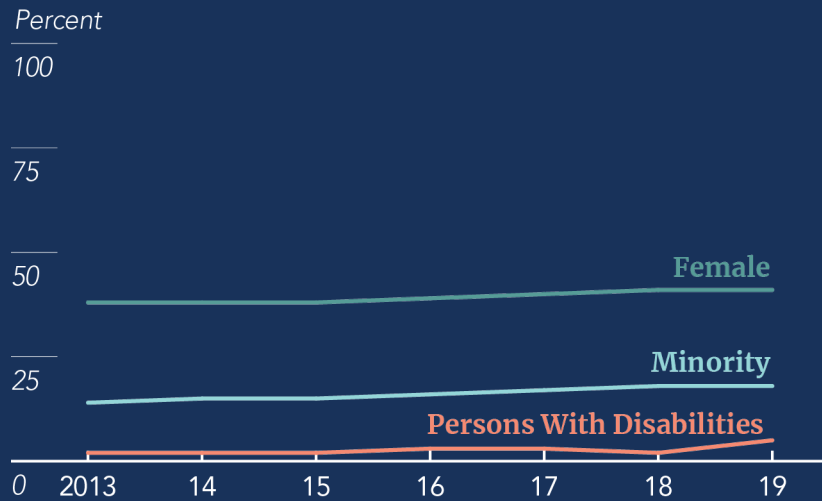
Percent

At the GS-15 level, female representation increased from 37.8 percent to 41 percent, minority representation increased from 14.4 percent to 18.2 percent, and representation of officers with disabilities increased from 2.1 percent to 4.9 percent.

Figure 6

## Diversity in Leadership at the SIS Level

Percent

At the SIS level, female representation increased from 32.6 percent to 36.5 percent, minority representation increased from 10.5 percent to 13.7 percent, and representation of officers with disabilities increased from 1.5 percent to 3.5 percent.

Diversity in the Workforce, FY 2013 to FY 2019

Figure 7

How Has Representation of Racial/Ethnic Minorities at the GS–13 Level Changed During the Past Six Years?

Percent

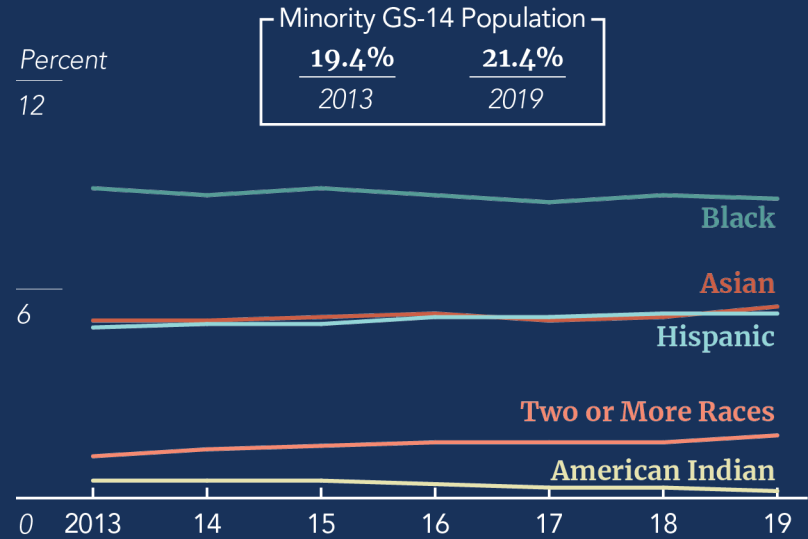| Minority GS-13 Population	
21.9%	**25.7%**
2013	*2019*
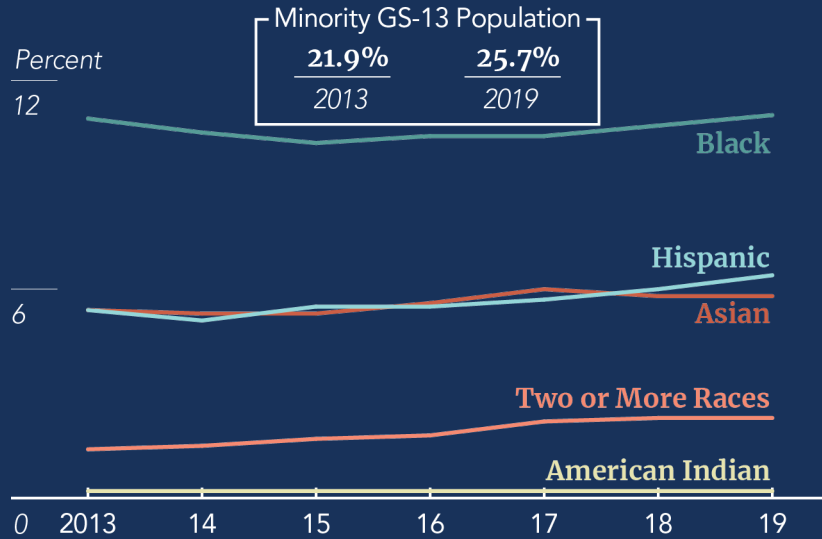
GS-13 representation by racial/ethnic minority group. Percentages include all CIA careerists, including officers on leave without pay (LWOP) and in Student Programs.

Figure 7 displays the representation of GS-13 racial/ethnic minority officers between FY 2013 and FY 2019. For Black or African American officers, there was an increase from 10.9 percent to 11 percent. For Hispanic or Latino officers, there was an increase from 5.4 percent to 6.4 percent. For Asian, Native Hawaiian, or Pacific Islander officers, there was an increase from 5.4 percent to 5.8 percent. For officers who identify with two or more races, there was an increase from 1.4 percent to 2.3 percent. For American Indian or Alaskan Native officers, representation remained the same at 0.2 percent.
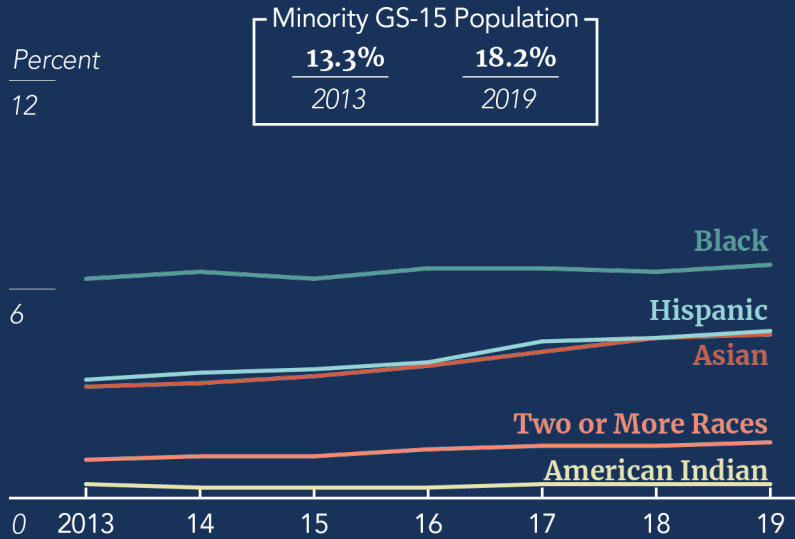
Figure 8

How Has Representation of Racial/Ethnic Minorities at the GS–14 Level Changed During the Past Six Years?

Percent

Minority GS-14 Population	
19.4%	**21.4%**
2013	*2019*

GS-14 representation by racial/ethnic minority group. Percentages include all CIA careerists, including officers on leave without pay (LWOP) and in Student Programs.

Figure 8 displays the representation of GS-14 racial/ethnic minority officers between FY 2013 and FY 2019. For Black or African American officers, there was a decrease from 8.9 percent to 8.6 percent. For Hispanic or Latino officers, there was an increase from 4.9 percent to 5.3 percent. For Asian, Native Hawaiian, or Pacific Islander officers, there was an increase from 5.1 percent to 5.5 percent. For officers who identify with two or more races, there was an increase from 1.2 percent to 1.8 percent. For American Indian or Alaskan Native officers, there was a decrease from 0.5 percent to 0.2 percent.
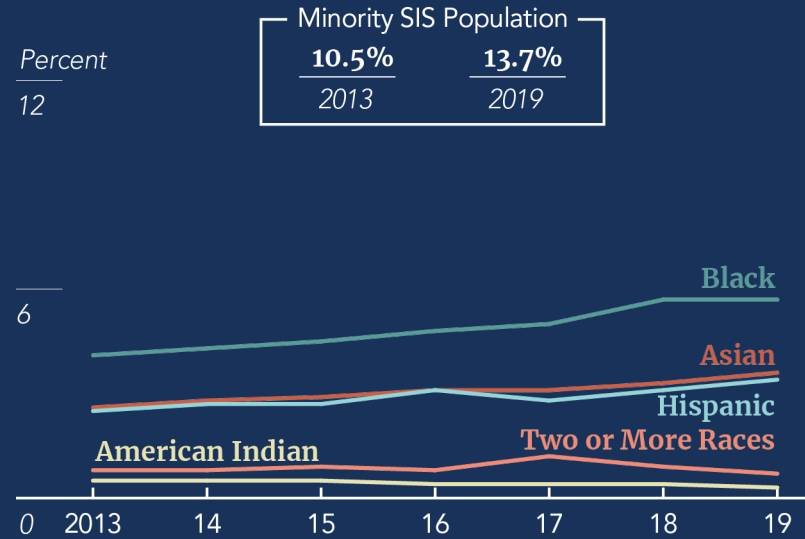
Figure 9

How Has Representation of Racial/Ethnic Minorities at the GS–15 Level Changed During the Past Six Years?

Percent

12

Minority GS-15 Population	
13.3%	**18.2%**
2013	*2019*

GS-15 representation by racial/ethnic minority group. Percentages include all CIA careerists, including officers on leave without pay (LWOP) and in Student Programs.

Figure 9 displays the representation of GS-15 racial/ethnic minority officers between FY 2013 and FY 2019. For Black or African American officers, there was an increase from 6.3 percent to 6.7 percent. For Hispanic or Latino officers, there was an increase from 3.4 percent to 4.8 percent. For Asian, Native Hawaiian, or Pacific Islander officers, there was an increase from 3.2 percent to 4.7 percent. For officers who identify with two or more races, there was an increase from 1.1 percent to 1.6 percent. For American Indian or Alaskan Native officers, representation remained the same at 0.4 percent.

Figure 10

How Has Representation of Racial/Ethnic Minorities at the SIS Level Changed During the Past Six Years?

Percent

12

Minority SIS Population	
10.5%	**13.7%**
2013	*2019*

SIS representation by racial/ethnic minority group. Percentages include all CIA careerists, including officers on leave without pay (LWOP) and in Student Programs.

Figure 10 displays the representation of SIS racial/ethnic minority officers between FY 2013 and FY 2019. For Black or African American officers, there was an increase from 4.1 percent to 5.7 percent. For Hispanic or Latino officers, there was an increase from 2.5 percent to 3.4 percent. For Asian, Native Hawaiian, or Pacific Islander officers, there was an increase from 2.6 percent to 3.6 percent. For officers who identify with two or more races, there was a decrease from 0.8 percent to 0.7 percent. For American Indian or Alaskan Native officers, there was a decrease from 0.5 percent to 0.3 percent.

Year Four Strategic Overview

In Year Four, the DLS focused on establishing metrics to drive and track the progress of institutional accountability and sustained cultural change efforts for increasing diversity in the leadership pipeline. DLS's efforts centered on utilizing empirical data to identify enabling behaviors and trends for enhancing the Agency's D+I strategic objectives and impacting policies at the Agency level. This science-based, data-driven approach led to innovative capabilities and a strategic roadmap for Year Five and beyond.

Year Four Accomplishments

Recommendation One:
Set Leadership Expectations Regarding Diversity, Inclusion, and Employee Development

SPOTLIGHT

DLS piloted their SPOTLIGHT series in Year Three to provide officers with a safe space to discuss complex, challenging issues. A 2017 study by the Center for Talent Innovation shows the impact that employees' experiences of racial bias and discrimination can have on the workplace. When employees are provided with the right circumstances and opportunities to have open, productive conversations about the issues they are facing, the workplace benefits overall through increased employee engagement, collaboration, and retention. Through SPOTLIGHT, officers were able to participate in facilitated conversations and inclusive/multiperspective dialogues surrounding race, ethnicity, and intersectionality in the Agency; visible and hidden disabilities and challenges; multigenerational issues; and workplace harassment and inequality.

In Year Four, DLS continued to engage officers in these important conversations by hosting SPOTLIGHT sessions on a variety of the topics, including "Non-Minority Advocates for Minority Officers" and "Perceived Bias in Promotion Panels," as well as sessions about "Race and Identity in the National Spotlight" in partnership with the Multicultural Inclusion Exchange (MIX) Agency Resource Group. From these conversations, officers were able to find support through shared common experiences, gain awareness and perspective on what others go through, and discuss ways to champion and amplify each other's voices. DLS held SPOTLIGHT sessions in the Washington metropolitan area and overseas, reaching more officers by the end of Year Four.

FLASHLIGHT
"Race and Identity in the National Spotlight"

In addition to its scheduled SPOTLIGHT series, DLS also conducts FLASHLIGHT sessions that are dedicated, customized brown-bag sessions and are requested by other offices or groups. At the request of a D+I group in one of the Agency's mission centers, DLS led an activity and facilitated an hour-long conversation for a group of officers about the impact that recent external events surrounding race and national origin have had on the Agency workforce. The event provided a safe space for officers to openly share their thoughts and perspectives regarding a challenging and somewhat uncomfortable topic. Key takeaways and thoughts were provided to the entire mission center to raise awareness for all officers who may not understand the extent to which these events affect the workforce and mission.

After the session, feedback was provided to the Agency's senior leaders regarding the discussions, resulting in language about civility being added to a zero-tolerance statement distributed to the workforce from the CIA Director. In addition, the mission center's front office released a statement about their commitment to creating a workplace that is free of harassment, discrimination, and retaliation; ensuring an inclusive workplace environment; and continuing the dialogue after the FLASHLIGHT session.

As a follow up, DLS helped facilitate a subsequent D+I All Hands meeting to help the mission center create a visual roadmap (see figure 11) that highlights the progress that they have made in fostering D+I in their mission center, their desired D+I end state, and the support and resources needed to reach their goals.

Figure 11

D+I Visual Roadmap

Manager's Toolkit for Diversity and Development

The Manager's Toolkit for Diversity and Development was launched in Year Three to help all officers, not just managers, navigate the topics of diversity and leadership development. The Toolkit contains tips about how to have difficult conversations, examples of diversity practices officers can implement right now, innovative case studies of how Agency employees are implementing D+I in their offices, advice regarding how to be a better manager, and many other helpful resources.

As seen in figure 12, the Manager's Toolkit continued to gain traction throughout Year Four and was one of the most viewed webpages on the D+I website by the end of 2019. Of the three sections in the Manager's Toolkit, the Diversity section was viewed more than the others. In addition, the Diversity section of the Toolkit was ranked third for the most viewed webpages on the D+I website by the end of 2019.

Content was regularly updated—through the sharing of information, experiences, communication, and insight—to inform officers of best practices related to building more inclusive, collaborative office environments and preparing future leaders to be more competitive for promotions and key positions. In addition, the toolkit was included in the Performance Appraisal System as an available enterprise-wide resource, providing examples for how officers can demonstrate and write to the D+I competencies they should exhibit.

Figure 12

Manager's Toolkit Webpage Views, FY 2019

Home Page

Diversity

Development
Case Studies

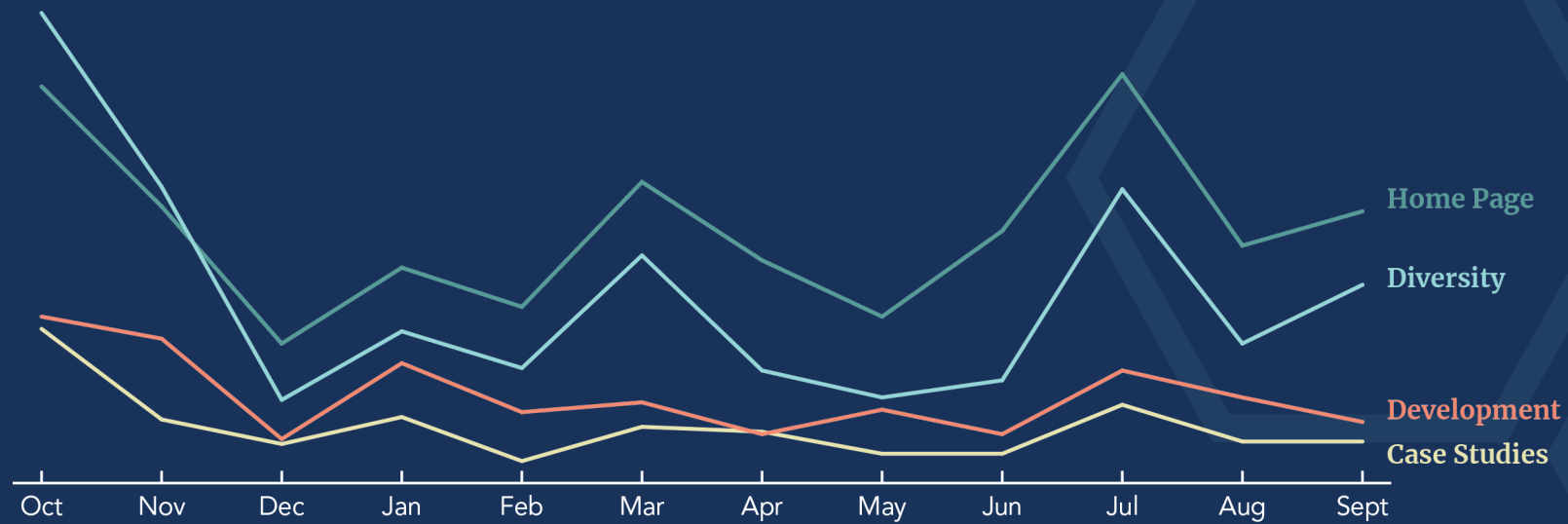Oct   Nov   Dec   Jan   Feb   Mar   Apr   May   Jun   Jul   Aug   Sept

Figure 12 displays the number of monthly webpage views for the Manager's Toolkit and its three sections (i.e., Diversity, Development, and Case Studies) during FY 2019.

Recommendation Two:
Drive Accountability To Ensure Compliance

Diversity in Managing and Leading Change in the Middle (MALCM) Attendance Analysis

MALCM is a five-day leadership course that is mandatory for GS-15 managers and leaders to be promoted into the SIS. In Year Three, DLS, in partnership with the Director's Advisory Group (DAG), examined the selection process for MALCM and found that there was no standardized selection methodology across the enterprise. Building on these findings, DLS conducted an analysis in Year Four to assess diversity in the attendance of MALCM courses as compared with diversity with management positions in the GS-15 population.

MALCM attendance records indicated that between FY 2015 and FY 2018, there were unfilled attendance slots (because of last-minute cancellations), as well as attendance by officers who were not GS-15s or managers (see figure 13). In addition, the study did not reveal barriers to females or minorities attending MALCM. In terms of diversity in attendance, the analysis revealed that female and minority representation in MALCM is comparable with respect to their representation in the GS-15 population overall (see figure 14). However, there is still a disproportionate number of male versus female GS-15 officers and non-minority versus minority GS-15 officers in the Agency, indicating the ongoing challenge of developing a diverse leadership pipeline. These patterns are consistent when examining female and minority representation with respect to managerial status (see figures 15 and 16). Overall, although we do see adequate representation of females and minorities who attend MALCM, increasing the number of females and minorities who are at these senior ranks and who have the opportunity to attend MALCM remains a critical issue.

In Year Five, DLS will work with other Talent Center components to revise Agency regulations as needed. Insight from this analysis will also be used as a starting point to look into the diversity within other Agency components and processes (e.g., senior school selection) to ensure that candidate pools are diverse and representative of the Agency's population.

Figure 13

Grade and Supervisory Status of Officers Who Attended MALCM, FY 2015 to FY 2018

Attendance by Managerial Status and Grade

67% | Manager   17% | Supervisor   16% | Non-Supervisor

98% | GS-15   1% | GS-14   1% | SIS
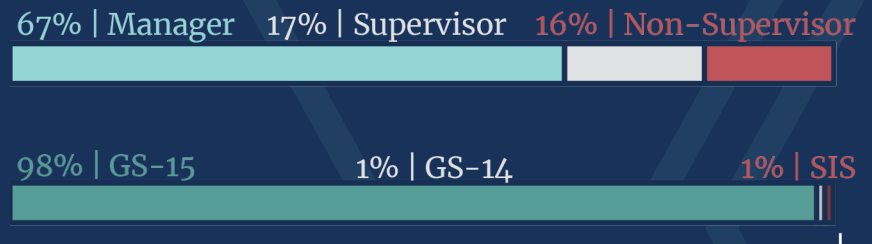
98% of available slots to MALCM were filled between FY15 and FY18

Figure 13 illustrates how 98 percent of available slots for MALCM were filled between FY 2015 and FY 2018. Of the slots that were filled, 67 percent were managers, 17 percent were supervisors, and 16 percent were non-supervisors. Furthermore, 98 percent were GS-15 officers, 1 percent were GS-14 officers, and 1 percent were SIS officers.

Figure 14

GS-15 Population and MALCM Attendance by Gender and Minority Status

Percent

100

41%
Female

46%
attended
MALCM

59%
Male

43%
attended
MALCM

18%
Minority

*48%
attended
MALCM*

82%
Non-
Minority

44%
attended
MALCM

0

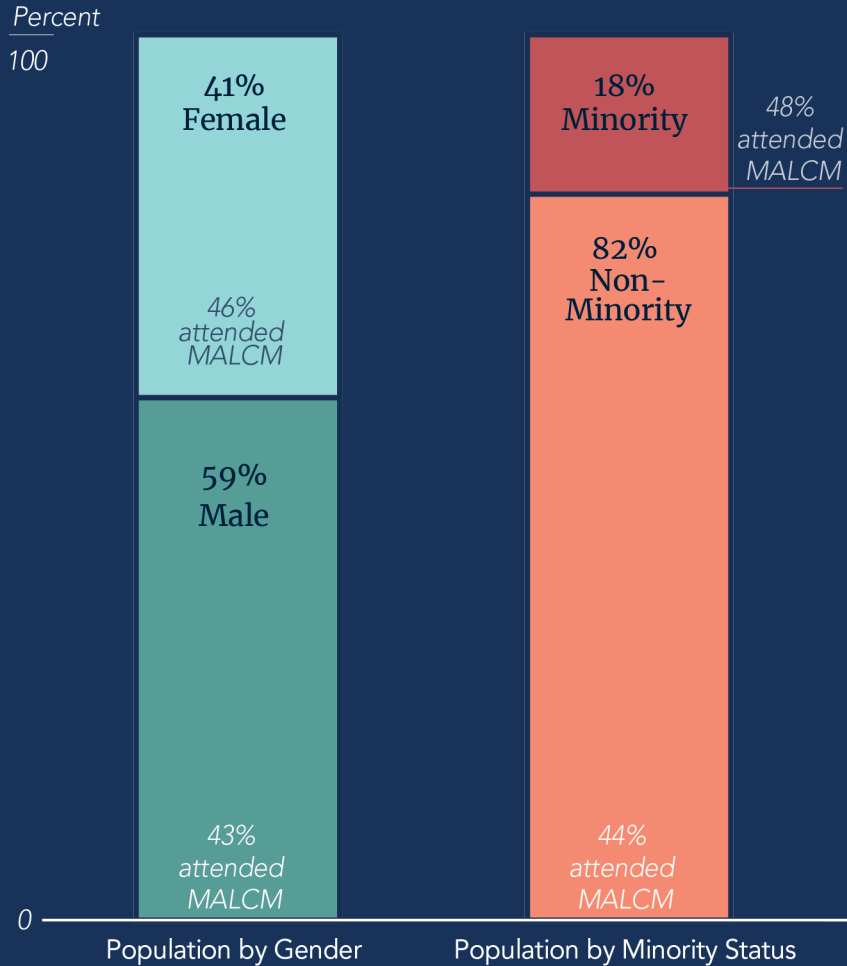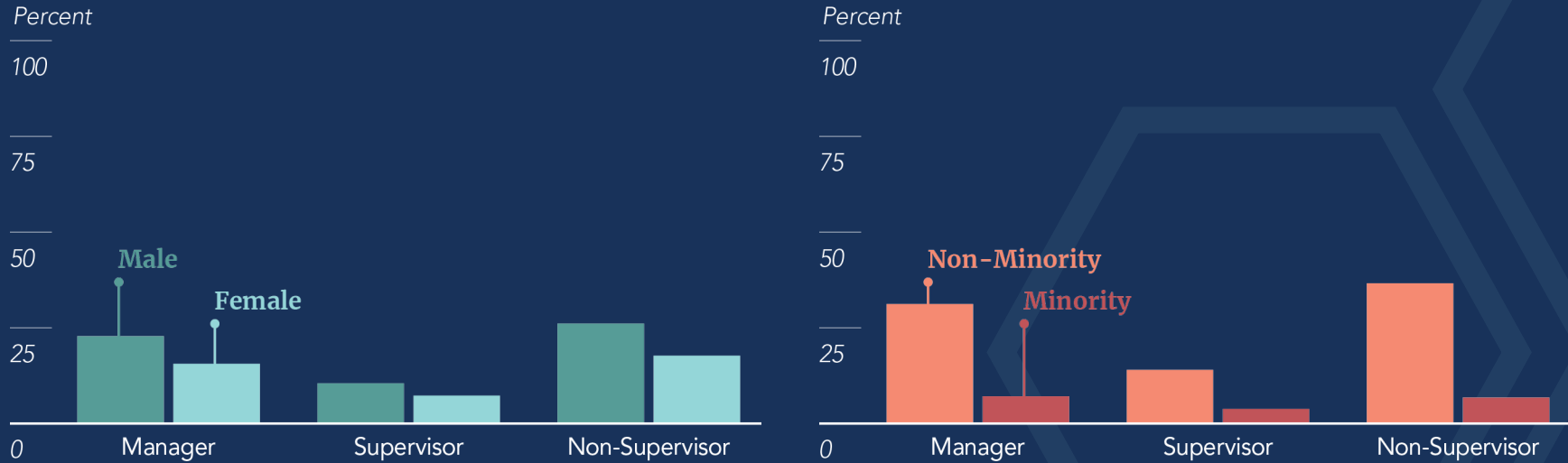Population by Gender   Population by Minority Status

Figure 14 displays gender and minority representation of the GS-15 population who attended MALCM by the end of FY 2018. The GS-15 population was composed of 59 percent males and 41 percent females, and, of those respective populations, 43 percent of GS-15 male officers attended MALCM compared to 46 percent of GS-15 female officers.

The GS-15 population was composed of 82 percent non-minorities and 18 percent minorities, and, of those respective populations, 44 percent of GS-15 non-minority officers attended MALCM compared to 48 percent of GS-15 minority officers.

Note: Percentages reflect data at the end of FY 2018. Percentages include all CIA careerists, including officers on leave without pay (LWOP) and in Student Programs. Officers with no race or national origin (No RNO) make up less than 1 percent of the GS-15 population and MALCM attendees.

Figure 15

GS-15 Population by Managerial Status, Gender, and Minority Status
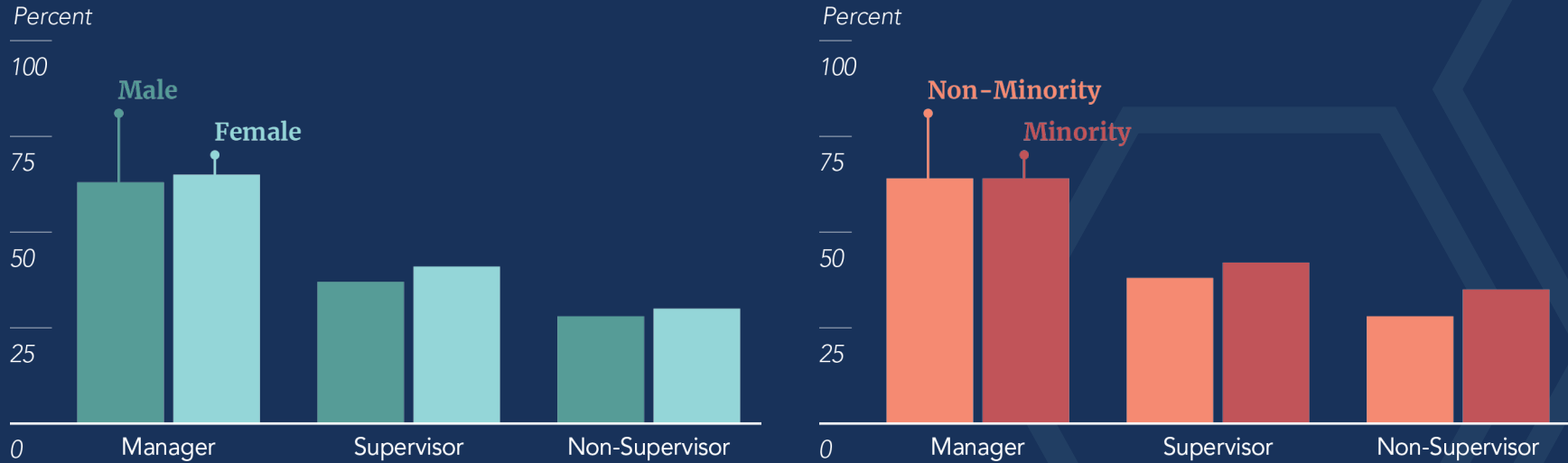

Note: Percentages reflect data at the end of FY 2018. Percentages include all CIA careerists, including officers on leave without pay (LWOP) and in Student Programs.

Figure 15 further breaks down the gender and minority representation of the GS-15 population by managerial status at the end of FY 2018. With respect to gender, the GS-15 population was made up of 23 percent male managers and 16 percent female managers; 11 percent male supervisors and 7 percent female supervisors; and 26 percent male non-supervisors and 18 percent female non-supervisors.

With respect to minority status, the GS-15 population was made up of 31 percent non-minority managers and 7 percent minority managers; 14 percent non-minority supervisors and 4 percent minority supervisors; and 37 percent non-minority non-supervisors and 7 percent minority non-supervisors.

Figure 16

MALCM Attendance by Managerial Status, Gender, and Minority Status

Note: Percentages reflect officers who have attended MALCM with respect to their populations. Percentages include all CIA careerists, including officers on leave without pay (LWOP) and in Student Programs.

Figure 16 displays the percentage of managers, supervisors, and non-supervisors who attended MALCM based on gender and minority status by the end of FY 2018. In terms of attendance to MALCM, 63 percent of male managers versus 65 percent of female managers attended MALCM; 37 percent of male supervisors versus 41 percent of female supervisors attended MALCM; and 28 percent of male non-supervisors versus 30 percent of female non-supervisors attended MALCM.

In terms of attendance to MALCM, 64 percent of non-minority managers versus 64 percent of minority managers attended MALCM; 38 percent of non-minority supervisors versus 42 percent of minority supervisors attended MALCM; and 28 percent of non-minority non-supervisors versus 35 percent of minority non-supervisors attended MALCM.

Diversity and Inclusion Promotion Criteria and Performance Competencies

DLS, in partnership with the Enterprise 360° Project Team, reviewed and developed D+I survey questions for a new 360-degree interim survey tool. The Enterprise 360° Project allows staff managers and supervisors to receive anonymous, comprehensive, and specific feedback about their leadership skills from their direct reports, peers, and direct supervisor/manager(s). Developing survey items as part of the broader D+I core competency allows specific, actionable D+I behaviors to be measured and holds staff supervisors and managers accountable for how they foster a diverse and inclusive climate within their offices.

In addition, in partnership with the Talent Management Office (TMO), DLS revised and updated existing language in the promotion criteria and performance elements/competencies in the Performance Appraisal System to increase emphasis on D+I. Previously, general language in the promotion criteria made it challenging for employees to know what is expected of them in terms of D+I, and although officers were provided with example D+I behaviors through references to DLS's Manager's Toolkit for Diversity and Development in the system, these were not institutionalized as key behaviors.

As part of TMO's recommendations to (1) update language in alignment with the Agency Diversity and Inclusion Strategy and (2) further emphasize D+I as an executive competency SIS officers must demonstrate, DLS provided input about promotion criteria wording and performance elements/competencies for the 2020 promotion season. Language was updated to be more specific, actionable, and increasing in scope and complexity across grade levels.

Recommendation Three:
Promote Transparency and Build Trust

Vacancy Notice Toolkit

Vacancy notices can be the first introduction that a potential applicant has to an organization or a position that is vacant. Qualified candidates may be discouraged from applying for a position when the notice contains language that is gender-coded, complex, and bland, compared with language that is balanced, concise, and inviting.

In Year Three DLS piloted the Vacancy Notice Toolkit to help widen the internal applicant pool by creating more inclusive job postings and removing bias. DLS partnered with the Engagement, Strategy, and Innovation (ESI) office to pilot their own vacancy notices during the development of the Toolkit. The Toolkit provides recommendations from academic research and industry best practices about how to create more inclusive and gender-balanced vacancy notices, as well as templates and examples offices can model.

Since its launch to the workforce in June 2019, the Vacancy Notice Toolkit was viewed more than 700 times by the end of Year Four and was ranked as the ninth-most-viewed webpage on the D+I website. DLS has briefed offices in the Talent Center, Directorate of Science & Technology (DS&T), and Directorate of Digital Innovation (DDI) about the Toolkit's capabilities and benefits. Revamped vacancy notices written using the Toolkit can be found in almost every directorate.

In addition, DLS met with external organizations such as FBI to share best practices. DLS solicited feedback from both Toolkit implementers and job seekers, and the overall sentiment was very positive.

> **The hook in your position announcement for me is the chance to learn and grow.**
>
> - Job Seeker

> **[We] wanted to let you know our vacancy closed with FOUR well-qualified applicants! We are pretty darn excited as the first time we ran it (with the previous language), we got ZERO applicants.**
>
> - Toolkit Implementer

Recommendation Four:
Foster an Inclusive Climate

D+I Directorate Strategy Alignment

DLS partnered with Directorate Diversity Program Managers (DDPMs) from across the Agency to gather data about directorate-level D+I efforts and assess how these initiatives align with the seven DLS recommendations to increase diversity in the leadership pipeline. This analysis revealed a notable amount of activity across all directorates, with directorate-sponsored D+I initiatives and programs that align to one or more of the seven DLS recommendations.

Agency diversity metrics were also highlighted to the directorates through the CIA Quarterly Workforce Metrics reports, breaking down percentages for females, minorities, and persons with disabilities within each directorate. Although significant efforts have been made to increase demographic diversity at the GS-15 and SIS levels, the findings showed that challenges and disparities are still prevalent, varying by directorate and demographic categories. Communicating the current state of the Agency's diversity and representation for these underrepresented groups holds leaders within each directorate accountable for their initiatives and promotes transparency of the progress that has been made toward increasing the leadership pipeline.

Bystander Intervention Training (Green Dot)

In line with the Agency's commitment to enforcing a Zero-Tolerance Policy for harassment and discrimination, Green Dot teaches officers how to recognize warning signs that could lead to harassment or bullying; identify and recognize barriers that keep one from taking action; and how to safely intervene using the "3D" model (Direct, Delegate, Distract).
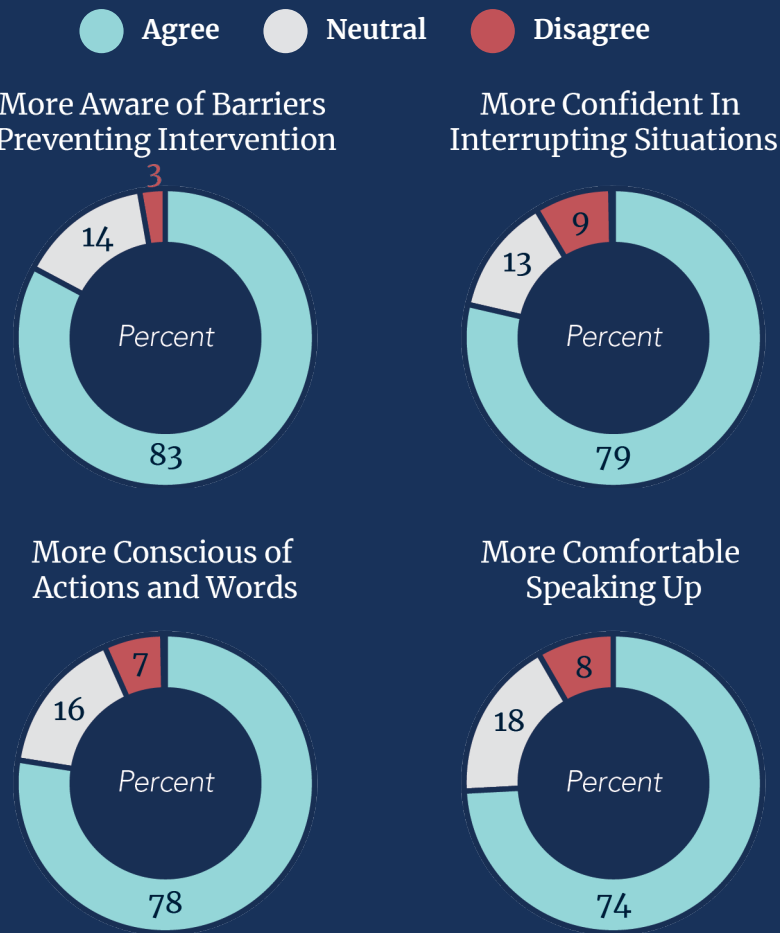
Originally a program exclusively run for the Directorate of Operations (DO), Green Dot was adopted and cosponsored by DLS beginning in Year Four for all Agency officers. Training evaluation metrics were developed to measure the effectiveness of Green Dot through an immediate posttraining survey examining participants' reactions and key takeaways from the training. This survey provided participants with the opportunity to offer feedback about how to improve the experiences of future participants, which has been used to continuously evaluate and make changes to the training. Figure 17 illustrates survey respondents' responses regarding their feelings/attitudes after the training.

In addition, a three-day train-the-trainer course was conducted to develop a cadre of staff trainers by providing officers with the necessary tools and practice to enable them to conduct Green Dot in their regions, offices, or work units. As a result, a first cohort of officers have completed the training.

In terms of trainings conducted, regularly scheduled monthly sessions have been offered within the WMA region, and dedicated sessions requested by individual Agency groups and offices have been conducted by the new Green Dot trainers. Altogether, more officers attended Green Dot during Year Four.

Figure 17

Survey Responses From Green Dot Participants

● **Agree**　　○ **Neutral**　　● **Disagree**

More Aware of Barriers Preventing Intervention

3
14
Percent
83

More Confident In Interrupting Situations

9
13
Percent
79

More Conscious of Actions and Words

7
16
Percent
78

More Comfortable Speaking Up

8
18
Percent
74

Questions were rated on a scale from 1 to 5 (1 = Strongly Disagree, 5 = Strongly Agree); a rating of 1 or 2 was coded as 'Disagree'; a rating of 3 was coded as 'Neutral'; a rating of 4 or 5 was coded as 'Agree'. Percentages may not total to 100 percent because of rounding.

Figure 17 displays the percentage of agreement regarding Green Dot participants' survey responses in terms of their feelings/attitudes after the training. After attending the training, 83 percent of participants agreed that they are more aware of barriers preventing them from intervening in a situation; 79 percent of participants agreed that they are more confident in interrupting situations that are uncomfortable or may potentially escalate; 78 percent agreed that they are more conscious of how their actions and words can potentially trigger negative responses; and 74 percent agreed that they are more comfortable speaking up when they witness behavior that is not consistent with the Agency's values on inclusion.

"

I'm very glad and thankful that CIA is investing in this kind of training. Not only does this training foster better CIA culture and make us all better officers—it also helps us be better humans. This was very valuable, and I'm glad the class is popular. Kudos.

- DS&T Officer

"

It made me reflect on those moments I felt like I should have said something and didn't. So I made a promise to myself to make sure that I have an environment where others feel comfortable to express to me if they are uncomfortable or if they are in a difficult situation.

- Directorate of Support (DS) Officer

Diversity Weave

One of the Talent Center's priorities focuses on "Growing Leaders," which includes the strategic objective of weaving D+I throughout the Agency's leadership development programs and curriculum. DLS began working with the Learning Enterprise (LE) during Year Three to support the integration of D+I into leadership and management curriculum with the objective of enhancing officers' awareness of how D+I plays a role throughout varying stages of their careers. After its initial assessment and evaluation of content in Leadership on the Line (LOTL) and MALCM, DLS provided input regarding additional Agency leadership and management courses during Year Four. As a result of these efforts, D+I concepts are now integrated throughout present curricula, mainly through exercise discussions.

In addition, DLS hosted a breakout session at MALCM about the state of diversity at the Agency and led participants in an idea-generation activity on implementing key everyday actions to build more inclusive office environments. DLS also participated in a diversity panel (in partnership with the Diversity and Inclusion Office [DIO]) for the Agency's Practice of Intelligence orientation course, exposing new Agency officers to the D+I landscape and starting the D+I dialogue during the onboarding process.

DLS also worked in partnership with key stakeholders in the LE Schools to develop survey items to measure how effectively D+I is being woven throughout leadership and management development programs and curriculum. Incorporating these metrics into postcourse evaluation surveys holds course instructors and the Agency overall accountable for how D+I is communicated in the classroom and enables the continuous evaluation of D+I course content. In other words, this effort ensures that students are indeed recognizing D+I concepts being woven into the course curriculum, are transferring the D+I knowledge and skills gained from their courses into their jobs, and have the opportunity to provide feedback and recommend improvements based on classroom experiences.

In addition, DLS began developing two programs as part of its diversity weave initiative:

1. A D+I train-the-trainer course to provide instructors with

   - An awareness of current D+I initiatives and resources available at the Agency,

   - Examples of strategies for discussing D+I–related topics,

   - Examples of how to work with different groups of individuals and be more inclusive both inside and outside the classroom, and

2. A standardized D+I course module to provide stand-alone D+I material for instructors to incorporate in their existing course materials.

These initiatives provide instructors with the necessary knowledge and tools to successfully incorporate and facilitate D+I in their courses without altering preexisting course structures and content. Content of these two programs was derived from survey feedback provided by the instructors themselves. The feedback provided an understanding of the D+I challenges they face in the classroom and resources and skills they need to be successful in their instruction.

Recommendation Five:
Improve Talent Identification, Development, and Management Practices

Action Learning Team

In Year Four, DLS convened an Action Learning Team (ALT) to help solve the challenges with increasing the diversity in the leadership pipeline. The ALT was composed of senior executive champions and key implementers of talent strategies and talent development within each of the directorates to help develop and implement actionable recommendations. ALT members met during the course of three months to identify diversity-related issues that impact the Agency's talent processes. The ALT recommendations aligned with other Agency initiatives and have been implemented.

Recommendation Six:
Increase Hiring of Diverse Talents and Backgrounds

Virtual Internship

In support of the Agency's recruitment and hiring efforts, DLS sponsored undergraduate/graduate students in Year Four through the Department of State's Virtual Student Federal Service Internship Program. Interns had the opportunity to learn about the Agency and study the original DLS *Overcoming Barriers to Advancement* report from 2015 and were tasked with identifying best practices related to diversity in leadership, academia, government, and the private sector.

During a seven-month period, DLS asked interns to utilize their existing networks through their campus involvement, extracurricular activities, and other internships to complete three projects each. Specifically, interns researched and submitted papers about a variety of topics, including the current demographic representation and existing D+I initiatives at their own universities, the most widely read and watched media outlets by various underrepresented communities, and best practices for non-minorities to serve as advocates and allies in advancing inclusion initiatives and driving change. The students' findings provided insight about how and where the Agency should market and focus its recruitment efforts for underrepresented communities, as well as new strategies for building a more inclusive culture at the Agency.

Recommendation Seven:
Expand and Diversify Networking Opportunities

Don Cryer Award Webpage

Donald R. Cryer was a trailblazer for D+I efforts at the Agency, paving the way for the creation of the Agency's first diversity office (now known as the DIO) and the development of Agency-wide initiatives that have served as models for diversity programs across the IC. In 2010, the Agency's annual D+I award was officially named the Donald R. Cryer Award for Diversity and Inclusion. This award recognizes officers who have significantly impacted the Agency's mission by encouraging an inclusive mindset, building an inclusive Agency culture, and incorporating diversity into organizational practices and strategies.

One of the issues identified by DLS's ALT was the lack of a centralized location honoring previous awardees and their contributions. The ALT recommended that the Agency identify ways to show the impact that the Don Cryer awardees have made on workplace culture and mission and utilize the actions of those officers to inspire D+I Agency-wide. DLS created a Don Cryer Awardee webpage on the D+I website that includes short descriptions for each of the previous awardees that showcase their contributions to D+I at the Agency.

Reciprocal Mentoring

As a spinoff of its Reverse Mentoring Program in Years Two and Three, DLS, in partnership with the Executive Development Group (EDG), launched its first Reciprocal Mentoring Program. Reciprocal mentoring offers a unique perspective that harnesses the strengths of two individuals to guide and learn from each other and allows all participants to serve as both a mentor and a mentee throughout the mentoring relationship.

GS-13 to GS-15 officers who were members of Agency Resource Groups and SIS officers were invited to participate in the program and are paired with one another. The junior officers were provided with opportunities to share their experiences and insights regarding diversity-related issues with senior executives and, in return, senior executives were provided with opportunities to share their lessons learned on their path to Agency leadership. Each Reciprocal Mentoring cohort was scheduled to participate in a six-month program, during which they were encouraged to meet monthly and attend two events together that were organized as part of the program and were related to leadership development and experiential learning.

Donald R. Cryer
Years of Service 1962 – 2004,
2004 Distinguished Intelligence Medal,
2014 CIA Trailblazer Award.

Conclusion

The DLS Year Four efforts continued to empower officers to take ownership of their role in promoting D+I at the Agency, such as offering actionable steps via the Manager's Toolkit and Bystander Intervention Training; driving accountability through formalized D+I expectations in performance evaluations; and creating safe spaces for complex, multiperspective conversations through SPOTLIGHT and FLASHLIGHT sessions. These efforts highlight how every officer—no matter their demographic background, past experiences, or tenure at the Agency—can influence cultural change through their everyday actions.

The dialogue surrounding D+I is now more complex and difficult than it has ever been and will continue to be so as the workforce becomes more diverse. However, it is critical that the Agency facilitates these topics of conversation, as they both enable officers to better understand one another and cultivate an environment where every officer can perform at their most optimal levels to accomplish mission.

As the problems facing the nation become increasingly challenging, more innovative solutions are needed to solve them. Agency officers must be able to operate in spaces where they can be their authentic selves, voice their opinions and concerns without fear of retribution, and have opportunities to learn in times of failure.

DLS's implementation efforts also emphasized the need for utilizing data to increase transparency of the progress that has been made toward D+I at the Agency. Progress cannot be made if the Agency does not confront its problems through data-driven approaches, from first reevaluating systems and processes that are currently in place to then constructing solutions based on what issues are identified. In other words, recommendations to drive and impact culture change are only effective when they are derived from patterns and trends identified through clearly defined, established metrics.

Although progress has been made over the years, this change has been incremental. With this in mind, the need to create metrics that enable tracking long-term progress and effectiveness of D+I efforts at the Agency is immediate. Having transparency of the D+I landscape should not only spread awareness and educate officers of the current state of affairs but also drive accountability for each officer to play their role in driving change.

Moving into Year Five, DLS will focus on closing out its existing programs in preparation for the program's sunset at the conclusion of Year Five. DLS will work with key stakeholders and offices to transition its programs, ensuring that its legacy and ongoing initiatives will continue to impact the Agency's officers and mission.