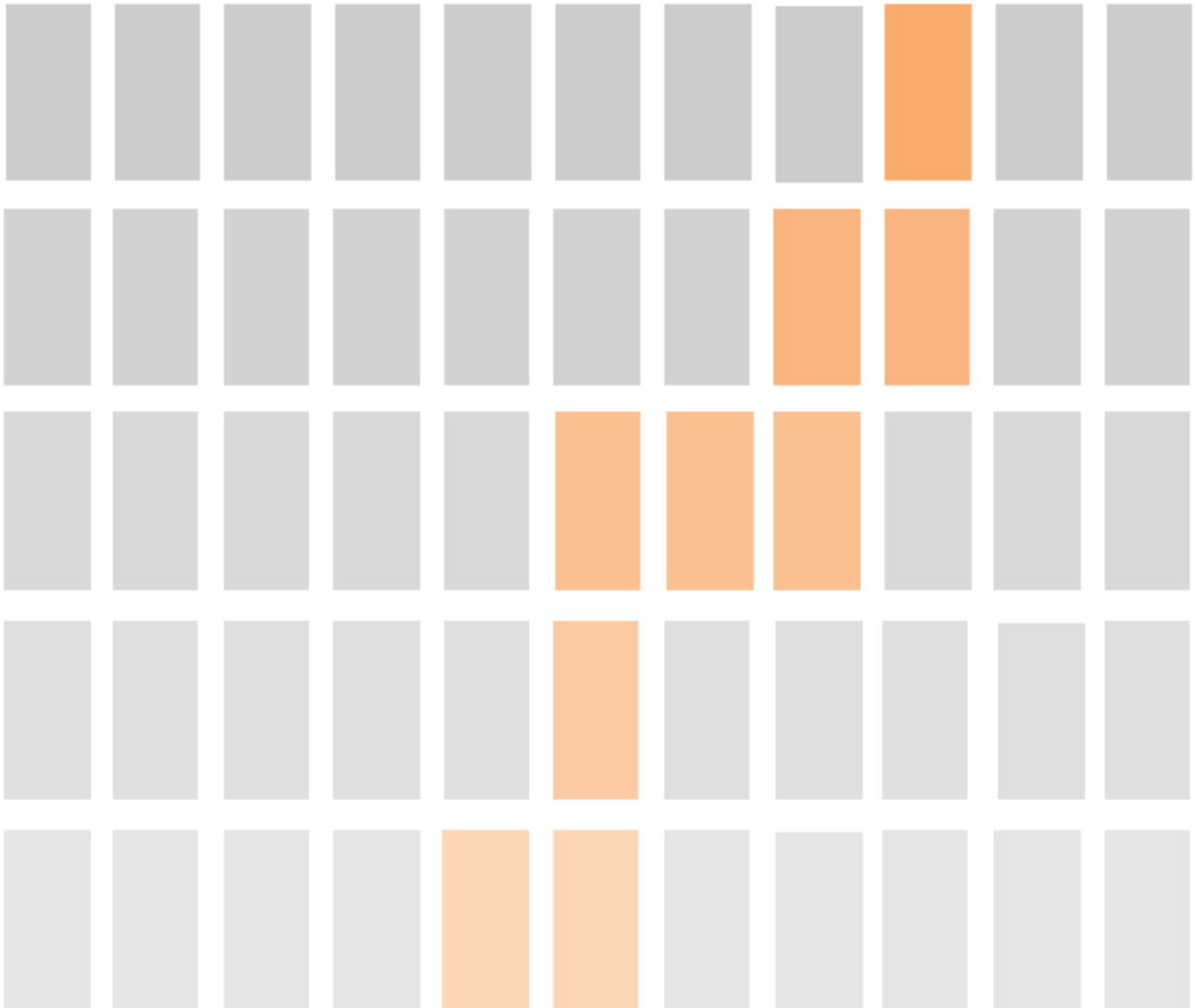# DIRECTOR'S ADVISORY GROUP
IMPLEMENTATION
YEAR THREE REPORT TO THE WORKFORCE

July 2016

FOREWORD

June 2016 marked the end of Year Three of the Director's Advisory Group's (DAG) Implementation effort. Building upon the success and momentum of Years One and Two, in Year Three the DAG continued to leverage the support of advocates and volunteers from the workforce to implement the mandates of the 2013 Final Report.

As the DAG charged forward with implementation, three themes guided our effort: increased outreach to internal and external stakeholders; compiled online resources to increase their reach and impact; and an added emphasis on learning events.

Outreach
This year, the DAG Implementation Staff conducted strategic outreach to both internal and external parties. Internally in Year Three, we conducted 48 briefings across the workforce on the DAG's mission and activities raising awareness of our products developed to date. Externally, the DAG briefed and coordinated with multiple US Government partners, and also participated in multiple private-sector meetings and conferences, with an objective to bring best practices back to CIA. Wherever possible, the DAG shares its products and lessons learned with parties seeking similar goals.

Expanding Online Resources
As the Final Report found, due to the complex nature of the cultural and institutional barriers that challenge officers in their career advancement, there is no one-size-fits-all solution. Many of the DAG's working groups and project teams developed online resource suites to guide officers as they plan their career path. By compiling both existing and newly developed resources in one online DAG platform (separated by theme/mandate), officers can now easily access the tools and resources that they need. These websites are accompanied by guidelines and considerations to provide a roadmap of steps each officer should take to achieve their career goals.

Learning Events
The first two years, the DAG hosted between 12 and 14 learning events annually. In Year Three, the DAG exceeded our average by hosting 17 learning events. The decision to increase our emphasis on learning events was based on high demand and workforce interest in topics such as feedback, parental leave options, sponsorship, and Ted Talk video discussions. We also partnered with the Diversity and Inclusion Office (DIO), *Leadership Now!*, and multiple Agency Resource Groups (ARGs) on collaborative events. These events have continued to draw broad interest across the workforce and have helped officers better understand the "self" aspect to managing their own careers.

Going forward, we will continue to integrate and permanently imbed our products and resources into the Agency's organizational fabric to ensure long-term adoption of these cultural changes. Through the formation of the Talent Center, the DAG has enjoyed a rich partnership

which allows us to work directly with those who will be the long-term owners of the initiatives and programs started by the DAG.

We have had many accomplishments in three years, and look forward to deepening our impact in the years to come. We continue to seek volunteers and feedback from the workforce as we press ahead and want to express our deepest appreciation for the many officers who have been so critical to the implementation effort's success thus far.

-- DAG Implementation Lead

TABLE OF CONTENTS

EXECUTIVE SUMMARY

In Year Three of implementation (June 2015 to June 2016), the DAG Implementation (DAG/I) staff continued to advance the ten recommendations from the February 2013 Final Report (see Figure 1).

DAG/I maintained its approach to address the recommendations through a combination of:

❖ *Working groups and project teams,* with participation from Agency officers and subject matter experts across disciplines, concentrated on advancing the recommendations through discrete initiatives and deliverables.

❖ *Learning events* focused on educating the workforce on topics from the DAG Report, such as leadership, sponsorship, and workplace flexibility.

❖ *Strategic outreach and communication* across the Agency, aimed at sharing information and collecting feedback on current DAG initiatives, as well as disseminating and raising awareness of existing DAG products and resources.

As a result of this approach, DAG Year Three has culminated in a set of specific products, proposals, and actions including:

❖ An analysis of enterprise professional development tools as they map to the professional development model and a recommendation on how to address gaps and redundancies;
❖ A website of resources to help employees effectively transition to and from work statuses (e.g. Leave Without Pay) and external assignments (e.g. Joint Duty rotation);
❖ Various online toolkits of resources for Agency employees and managers
❖ A series of workshops on delivering effective feedback;
❖ A Feedback Council charged with aligning feedback guidance and resources across the enterprise;
❖ A study and analysis of training on leadership in a matrix environment and recommendation for addressing training gaps in this area;
❖ A learning event on "Leading in a Matrix";
❖ An Agency-wide pilot program for employee desk-sharing
❖ An event series on sponsorship, with the incorporation of the content generated into an online toolkit; and
❖ Pulse surveys on the DAG's overall progress, as well as topical surveys on panel feedback received by GS-14s and GS-15s, and sponsorship.

Recommendations	Foster Intentional Development	Value Diverse Paths	Increase Workplace Flexibility
1. Establish clear promotion criteria from GS-15 to SIS	●		
2. Expand the pool of nominees for promotion to SIS		●	
3. Provide relevant demographic data to panels	●	●	
4. Establish equity assurance member role on panels		●	
5. Reduce and streamline career developments tools	●		
6. Create on-ramping program	●	●	●
7. Provide actionable and timely feedback to all employees	●	●	
8. Develop future leaders	●	●	
9. Unlock talent through workplace flexibility			●
10. Promote sponsorship	●		

Figure 1: 2013 DAG Final Report Recommendations, now Mandates, as approved by the Director

INTRODUCTION

The 2013 DAG Final Report identified ten recommendations (outlined in Figure 1) in specific areas to assist the organization in removing both the cultural and institutional barriers which have historically prevented women from advancing to positions of greater responsibility at a higher rate. Over the past three years of its implementation effort, the DAG Implementation Staff (DAG/I) has promoted cultural and systemic change at CIA.

Mission Imperative and Vision

The DAG has produced tangible results on each of the ten recommendations through organizational commitment at the highest level, coupled with a grassroots approach—involving the workforce in the challenging work to address the recommendations and spreading the DAG's message. Although the impetus for the DAG was to address barriers to advancement faced by women, the DAG recommendations are gender-neutral and are designed to bring about better talent management practices at CIA that will ultimately benefit the entire workforce.

DAG Implementation Approach and Methodology

In its third year of implementation, running from June 2015 to June 2016, the DAG/I Staff continued to apply its three-pronged approach:

- ❖ **Manage working groups/project teams**

- ❖ **Hold learning events**

- ❖ **Conduct strategic outreach and communication**
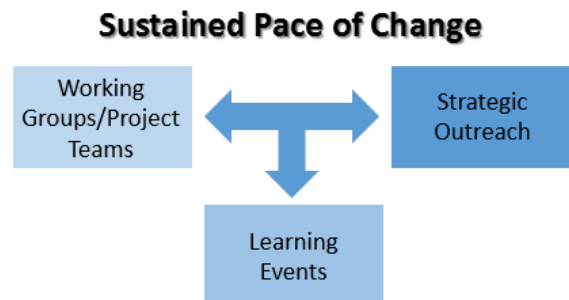
Based on the progress made by the DAG working groups in previous years, this year some of the initiatives were spun off into project teams, which allowed for a more targeted approach that involves relying on subject matter experts (SMEs) to address specific, and complex deliverables.

Metrics and Integration

In addition to these three prongs, the DAG/I staff continues to monitor our progress through workforce surveys and a metrics dashboard. Integration is also a key element of the DAG's efforts to ensure the initiatives are embedded into Agency components with long-term responsibility for maintaining and continuing this progress.

WORKING GROUPS AND PROJECT TEAMS

As noted above, in July 2015, the DAG/I staff expanded its approach to include a combination of working groups and project teams assigned to specific mandates and initiatives. The team distinguished these groups as follows:

- *Working Groups*—led by one or two Senior Intelligence Officer (SIS) or GS-15 officers, these groups comprised volunteers from across the enterprise with an interest in advancing specific DAG mandates through a range of initiatives. The DAG/I staff provided these working groups with high-level guidance and allotted one year for the completion of deliverables. The working group structure applied to *Mandate 7—Provide actionable and timely feedback to all employees*; *Mandate 8—Develop future leaders*; and *Mandate 10—Promote sponsorship*.

- *Project Teams*—led by a SIS or GS-15 officer, these teams addressed specific initiatives set forth by DAG/I staff and built upon actions taken in Years One and Two of implementation. For these projects, DAG/I outlined a narrow scope, specific deliverables, and an iterative timeline. The teams comprised members with specific subject matter expertise relevant to each initiative. The project team structure applied to *Mandate 5—Reduce and streamline professional development tools*; *Mandate 6—Create an on-ramping program* (6.1 Determine roles and responsibilities for "off-ramping" and "on-ramping," 6.2. Create a website of resources for "off-ramping" and "on-ramping," and 6.3. Provide resources to tandem spouses); and *Mandate 9—Unlock talent through workplace flexibility* (9.1. Pilot an Agency-wide desk sharing program, 9.2. Develop a process for identifying Flexible Work Centers, and 9.3. Support the policy for unclassified telework).

The following sections describe the working groups and project teams assigned to each mandate, their goals, and final deliverables.

MANDATE 5: Reduce and streamline professional development tools

Goal: Identify gaps and redundancies in the current catalogue of professional development tools and make recommendations for combining and optimizing existing tools.

Deliverables:

- ❖ *A definition of "professional development tool."* As a way to limit the scope of this project, the project team first had to narrow the definition of professional development and professional development tool so that all stakeholders approached this recommendation with a common understanding and lexicon.

- o ***Professional Development** - a set of deliberate efforts to promote employees' professional growth within the framework of experiences, training and education, and self-development, enabling all officers to reach their full potential to meet mission demands.*

- o ***Professional Development Tool** - In this context, a tool is a software application that provides individualized information to support officers' professional development activities and decision-making.*

❖ ***An analysis of existing professional development tools for use in Agency resource planning.*** This analysis evaluated how the current tools map to professional development functions and identified content gaps and redundancies.

- o To accomplish this, the team issued a data call across the Agency to collect information on what offices currently use for professional development tools, who owns the tools, the resource costs, and other information needed to better understand what different components view as a professional development tool. The outcome of the data call was a detailed matrix of professional development tools crosschecked against the functions of the Talent Center's Professional Development Model, which show the enterprise tools and the various functions of professional development they support.

❖ ***A roadmap of recommended steps to optimize and enhance content*** in effective tools and retire obsolete tools, with the objective of reducing and streamlining tools, ensuring all officers have access to a more useful set of professional development information.

MANDATE 6: Create an on-ramping program

Project 6.1. Determine roles and responsibilities for off/on-ramping

Goal: Propose and validate roles and responsibilities for employees, supervisors, Human Resources Officers (HROs), and those in the Talent community involved in off/on-ramping, i.e., the process to transition an employee to and from an external work status or assignment. Socialize these roles and responsibilities and assist with communication to the workforce.

Deliverable:

❖ ***A framework of roles and responsibilities for managing transitions to new work statuses and external assignments.*** This framework describes the responsibilities of employees, managers, HROs, and others in the Talent community in managing employee transitions to different work statuses, including Leave Without Pay (LWOP), and external assignments, such as Joint Duty rotations. The framework divides the ideal

timeline associated with these transitions into four phases: decision making, planning, tethering, and returning.

Project 6.2. Create a website of resources for off/on-ramping

Goal: Organize content related to transitions to work statuses and external assignments in an easily navigable web format.

Deliverable:

- ❖ *A website of resources on transitions to new work statuses and external assignments.* The Off/On-ramping website, serves as a central online repository of existing and nascent information related to transitions to and from work statuses and external assignments. The home page depicts a phased timeline linking users to the employee and supervisor roles and responsibilities associated with the decision-making, planning, tethering, and returning phases of any transition. The website incorporates content from the aforementioned Project 6.1 deliverable. Individual pages provide details on approval and selection, pay and benefits, funding, and return requirements for each type of work status or external assignment (ex. LWOP, Joint Duty rotations, and Senior School assignments).

Project 6.3. Examine challenges and develop resources for tandem couples

Goal: Partner with the Office of Personnel Resources (OPR) to compile, develop, and advertise resources and a roadmap for officers to use when contemplating and planning assignments.

Deliverables:

- ❖ *Survey and focus group findings and recommendations report.* This report summarizes results from five focus groups and a survey on existing and potential resources. Participants in the focus groups and respondents to the survey represented a sample of officers who have experienced assignments.

- ❖ *An online tandem couples toolkit.* The toolkit includes both new and existing resources to assist officers who are seeking co-located assignments with a spouse. The toolkit provides a consolidated and accessible location of tandem resources, including:

    - o **Common lexicon for "tandem" or traveling spouses** –The team clarified definitions for "tandem couples" and developed a common lexicon.

- **Upfront considerations webpage** – The page includes tips for successful tandem assignments covering specific information officers should address at the beginning of the process.

- **A discussion forum** – The forum allows officers to post advice, best practices, and common challenges. Officers can filter their search based on their area of interest.

- **Links to existing programs and resources** – This section of the toolkit ties together all existing programs supporting tandems, helpful points of contact (including a link to the Off/On-Ramping website developed by Project Team 6.2).

- **Links to agency policies and guidance** – These links point the user to Agency regulations and Directorate specific policies.

- **Templates and memo guides** – These downloadable templates and guides can assist officers in routing the required paperwork.

MANDATE 7: Provide actionable and timely feedback to all employees

Goal: Enhance employees' understanding of the purpose and importance of feedback through a series of workshops and training opportunities. Consolidate the Agency's efforts to improve the feedback process and standardize the messaging and content.

Deliverables:

- ❖ *Produced a series of four workshops* **on best practices for delivering and receiving feedback**. The workshop titles included:
    - *You've Received Feedback. Now what?* Participants practiced requesting, receiving, and optimizing performance feedback.
    - *Orientation to Feedback—Make it Work for You!* Participants learned how to effectively receive feedback by asking powerful questions.
    - *Best Practices for Managers.* Managers learned how to engage in effective feedback conversations with employees.
    - *Best Practices for Employees*. Employees practiced using tools and resources to engage in meaningful feedback conversations with managers.

- ❖ *Developed a feedback council.* The council is comprised of Lead Talent Officers (LTOs), Lead Talent Integrators (LTIs), and feedback subject matter experts from across the Agency. The working group founded this Council in April 2016 to share best practices for feedback processes and practices, set priorities for training and education, standardize resources and messaging.

MANDATE 8: Develop future leaders

Goal: Ensure Agency officers at all levels are prepared to lead in a matrixed organization, in alignment with the Agency's Modernization efforts.

Deliverables:

❖ *A gap analysis of Agency leadership courses.* The working group partnered with CIA's Learning Enterprise to review existing leadership development courses and systematically evaluated whether course content included information on skills and attributes that enable individuals' success in matrixed organizations. The group identified opportunities for adding content and summarized these in a recommendation report.

❖ *A learning event on Leading in a Matrix – Practitioners' Perspectives*. This panel featured officers from the US military and CIA sharing their experiences achieving success and encountering challenges while leading in matrixed organizations.

MANDATE 9: Unlock talent through workplace flexibility

Project 9.1. Pilot an Agency-wide desk sharing program

Goal: Expand opportunities for Agency staff employees to work at alternative locations on a temporary or ad hoc basis as a way to increase efficiencies, reduce travel costs, and improve employee satisfaction, with the goal of having workplace flexibilities support Agency talent management strategies.

Deliverable:

❖ *Pilot program for Agency-wide desk sharing,* facilitated through a website. The site allows Agency staff employees to connect with other employees to share and borrow desks on a temporary, ad hoc basis. Eligible "desk sharers" can register their desk or vacant desks on available dates. Eligible "desk borrowers" can search among these registered desks to find a desk that best matches their needs based on time and location. The website facilitates the search and reservation process, establishes guidelines for participation, and automatically sends confirmation emails to the employees and their supervisors.

Project 9.2. Develop a process for identifying Flexible Work Centers (FWC)

Goal: Establish a business process for identifying and establishing new FWCs and identify whether there are opportunities to stand up a new FWC in the future.

Deliverables:

❖ *A business process map* depicting the decision points, work flow, and considerations in identifying potential FWC sites, assessing physical and technical needs at those sites, and executing requirements to outfit sites.

❖ *Survey analysis on FWC usage* to a random sample of Agency staff officers. With a 38 percent response rate, the survey results indicate whether or not respondents use FWCs; which locations they use; frequency of use; reasons for use or no use; and preferences for future use.

Project 9.3. Support the Agency's effort to implement unclassified telework

Goal: Develop templates, guidance, and procedures to help eligible officers understand and utilize options for unclassified telework.

Deliverables: The project team, guided by the Telework Enhancement Act of 2010, developed products to inform the ongoing revision to an Agency policy on "Flexiplace."

❖ *A lexicon of telework definitions*.

❖ *A benchmarking study of telework practices.* This summary report includes best practices and lessons learned from implementing telework programs.

❖ *Employee-Manager telework agreement template*, to be used to manage the approvals for teleworking employees.

❖ *Workforce & Manager's Guide to Teleworking Employees*. This guide summarizes best practices and lessons learned and their application to teleworking practices and policies.

Workforce & Manager's Guide for Teleworking Employees

Expanding flexibility options for today's global workforce

MANDATE 10: Promote sponsorship

Goal: Educate and promote the concept of sponsorship and how to practice it effectively at the Agency as a way to grow talent and encourage the intentional development of high-performing officers, preparing them for the next level of responsibility.

Deliverables:

❖ *An outreach campaign.* A dedicated sub-group from within the working group conducted ten briefings and presentations to offices to educate officers on the benefits of sponsorship and how to practice it effectively at the Agency.

❖ *Online toolkit update and re-launch.* In partnership with the Multimedia Production Group, a sub-group from within the working group migrated the 2015 version of the sponsorship toolkit to a new platform, making it easier to update in the future. The sub-group developed additional features to enhance the toolkit's functionality, including: a key word search function, a calendar of events, the ability to host multimedia, and additional private sector articles and research that demonstrate common sponsorship themes.

❖ *A three-part sponsorship panel series, including:*

   o *Sponsoring, Mentoring, Coaching – What's the Difference?* A panel event on how sponsorship can grow talent along the spectrum of professional development.
   o *The Dos and Don'ts of Sponsorship – Focusing on Transparency.* A moderated panel on how managers and employees can practice sponsorship equitably in accordance with policies.
   o *Sponsorship – Personal Stories from Senior Leaders.* A panel discussion, featuring opening remarks from D/CIA, in which senior leaders discussed how sponsorship has shaped their careers and benefited the Agency.

❖ *Second annual sponsorship survey and results briefing.* Administered to a random sampling of Agency officers, the DAG received a 43 percent response rate for the Year Three Sponsorship Survey. This survey gauged the workforce's awareness, understanding, and adoption of the sponsorship concept, and its results will guide the working group's initiatives and messaging going into Year Four and beyond.

LEARNING EVENTS

The DAG Learning Event series focuses on the DAG Final Report's key findings and the aspect of "self"—choices made by the individual that affect their career progress. These events showcase best practices, raise awareness, and generate in-depth discussion on issues raised by the report.

In Year Three, the DAG conducted a total of 17 learning events. The learning events are open to all officers as capacity allows. The following list details the topics covered in all events held in Year Three:

❖ **Video discussions: TEDTalks.** Throughout August and September 2015, officers participated in self-organized discussions on one or two TEDTalk videos featuring Simon Sinek: "Why Good Leaders Make Us Feel Safe" and "Why Good Leaders Inspire Action".

❖ **Red Shoe, Red Tie Day.** The DAG partnered with the Diversity in Leadership Study (DLS) in a workforce-wide campaign to wear red attire in support of inclusion. The DAG invited officers to submit stories about their diversity and inclusion experiences in the "Red Shoe Stories" collection, featured on the DAG blog.

❖ **Career development marketplace.** The DAG participated in this Agency-wide event by hosting three booths with information on sponsorship, feedback, and flexible work options.

❖ **Feedback workshop:** *You've Received Feedback. Now what?* Employees and managers attended the workshop to discuss and practice requesting, receiving, and optimizing performance feedback.

❖ **Video discussions: TEDTalks.** Throughout December and January, officers from across the Agency participated in discussions on one or two TEDTalk videos, "What it Takes to be a Great Leader" featuring Rosalinde Torres and "Dare to Disagree" featuring Margaret Heffernan.

❖ **Parental leave options for growing families.** An Agency HRO briefed several audiences on Agency policies and resources related to parental leave.

❖ **Black Women: Ready to Lead.** In partnership with DIO, the DAG hosted a keynote speaker who presented research on black women's paths to leadership and moderated a panel of Agency officers discussing their experiences with sponsorship.

❖ **Feedback workshop:** *Orientation to Feedback—Make it Work for You!* Officers attended a workshop and participated in interactive exercises to learn how to effectively receive feedback by asking powerful questions.

❖ **Leading in a Matrix—Practitioner's Perspectives.** In partnership with Leadership *NOW!*—hosted a panel of current and retired military and Agency officers discussing their experiences leading in matrixed environments.

❖ **Sponsoring, Mentoring, & Coaching: What's the Difference?** This was the first event in a three-part sponsorship panel series, co-hosted with the DA Women's Council. This panel—moderated by the Assistant Director of the Weapons and Counterproliferation Mission Center—featured officers from across Directorates as they discussed their perspectives on sponsorship, mentoring, and coaching.

> *(U) Investment in employee professional education is one of the hallmarks of a learning organization and a key component of corporate leadership development.*
>
> *-Learning Event Feedback*

❖ **Feedback workshop:** *Best Practices for Managers*. Managers attended an interactive workshop to learn how to engage in effective feedback conversations with employees.

❖ **Feedback workshop:** *Best Practices for Employees*. Officers attended this workshop to practice using tools and resources to engage in meaningful feedback conversations with managers.

❖ **The Dos and Don'ts of Sponsorship: Focusing on Transparency.** This event marked the second of three in the sponsorship panel series. Panelists discussed how to practice sponsorship in accordance with regulations while maintaining transparent processes.

❖ **Sponsorship: Personal Stories from Senior Leaders.** Officers attended the third and final panel in the 2016 three-part sponsorship panel series. D/CIA provided opening remarks and the Executive Director moderated the panel. The panel included Deputy Director of CIA for Operations, the Deputy Executive Director, the Deputy Assistant Director for Counterterrorism, and the Chief of Staff of the Directorate of Support.

The **Director's Advisory Group** and **DA Women's Council** invite you to attend the first of three panel discussions as part of the **Sponsorship Panel Series:**

HELPING THE AGENCY **GROW** ITS TALENT

SPONSORING, MENTORING, & COACHING. WHAT'S THE DIFFERENCE?

STRATEGIC OUTREACH AND COMMUNICATION

Communication by the DAG about its mission and initiatives is critical if the Agency is to achieve its mission. The DAG/I Lead regularly participates in briefing Agency leaders (to include the D/CIA, DD/CIA, and EXDIR), outreach briefings to various offices and the workforce, IC engagements, and private sector conferences to educate stakeholders and interested audiences on the DAG's actions and to share best practices for removing barriers to women in leadership. The DAG/I staff also uses a combination of communications vehicles to regularly reach audiences.

METRICS

The DAG Final Report called on the Implementation Lead to:

❖ Track programmatic metrics that gauge the degree of progress in advancing each initiative overall and in each Directorate.

❖ Develop a set of outcome-based metrics to measure whether organizational improvements are results from these recommendations.

The DAG/I staff captures many of the programmatic and outcome metrics in a dashboard that it shares with senior leaders biannually. The metrics contained in the dashboard include progress reports on all working group and project team deliverables, basic statistics on DAG activities (such as the number of strategic outreach briefings), and data on workforce and training metrics relevant to the DAG recommendations.

Measuring perceptions is a critical part of gauging the DAG's progress in bringing about cultural change, and as such the DAG/I staff has developed and launched several surveys that directly relate to the DAG's recommendations:

❖ **Pulse Survey.** A cornerstone of the DAG's metrics effort has been a pulse survey, which the DAG has run regularly with a sampling of officers since April 2014. In looking at all the pulse survey results since that time, several notable findings have surfaced.

DAG Year 3 - Percent 'Any Agree'
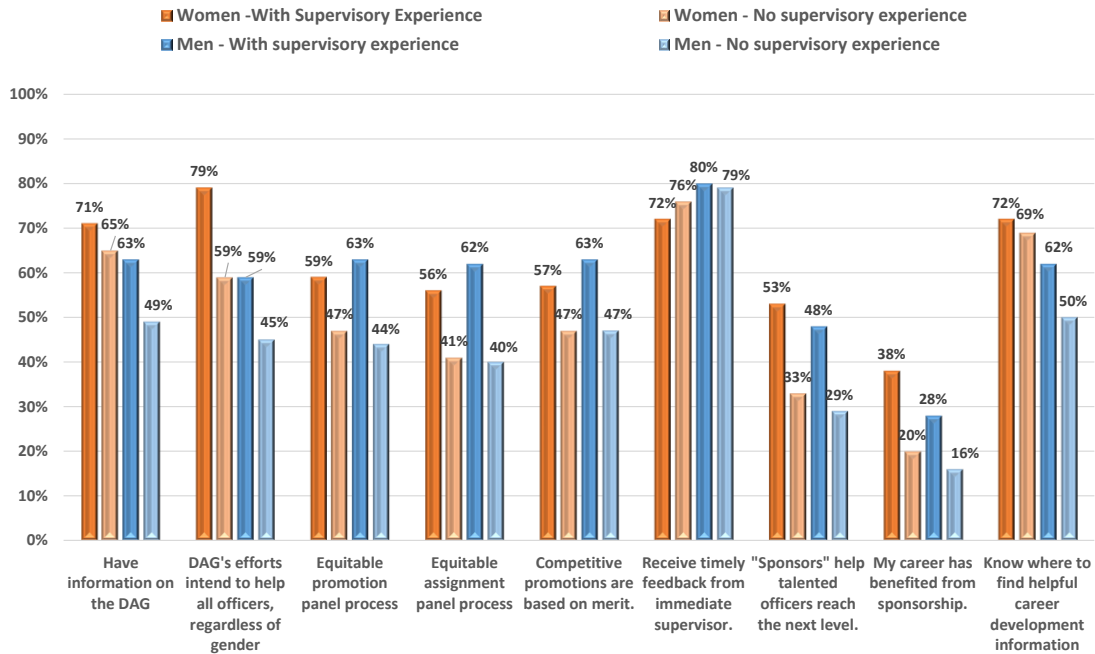**Results by Gender-Supervisory Experience on Selected Items**

Figure 2: DAG Year Three Pulse Survey Results by Gender and Supervisory Experience on Select Items

❖ Figure 2 above highlights several important differences in the responses to the pulse survey questions:
  - Officers with supervisory experience were more likely to agree the promotion and assignments panel processes are equitable.
  - Officers with no supervisory experience were more likely to disagree that competitive promotions were based on merit.
  - Men with no supervisory experience were more likely to state they do not know where to get helpful career development information.
  - When taking gender and supervisory experience into consideration, men with no supervisory experience were more likely to report that they had not heard about DAG efforts.
  - When compared with men, women with supervisory experience were more likely to agree the efforts of the DAG would be beneficial for all Agency officers.

The DAG/I staff will continue to track and measure perceptions of the workforce through this pulse survey and will use the data to both inform senior leaders about the progress of DAG initiatives and to calibrate, guide, and better focus DAG plans in Year Four and beyond.

Sponsorship Survey. In Year Three, Working Group 10 surveyed primarily senior officers to determine how officers are understanding and engaging in the Agency's version of sponsorship –Agency officers with credibility and influence advocating for high-performing officers to help them grow professionally. The results revealed useful insight, particularly into how sponsorship is perceived and practiced by those most likely to sponsor more junior officers.

GS-15 Feedback Survey. Building upon the baseline established in Year Two, the DAG/I staff administered the second annual GS-15 Feedback Survey in July 2015. This survey—directed at all officers who were at the GS-15 level prior to the 2015 SIS promotion exercise—aimed to gauge the extent to which senior-level panels provided feedback to officers, the extent to which those officers received it, as well as how that feedback helped GS-15 officers better position themselves for career progression and promotion to SIS.

Overall, 82 percent of respondents reported receiving some feedback in 2015, marking a significant increase (13 percent) from the 2014 survey; notably, this increase in the 2015 results spanned all Directorates and the Director's Area. This trend suggests that the vigorous campaign and senior-level engagement on promoting feedback is having an effect.

Overall, 68 percent of respondents who received feedback reported feeling satisfied with the quality of their feedback, an 8 percent increase from the 2014 results. Responses that demonstrated the most dramatic increases from 2014 to 2015 were: level of familiarity with SIS competencies—from 47 percent in 2014 to 78 percent in 2015; and understanding of how those SIS competencies applied to an officer's position—from 40 percent in 2014 to 68 percent in 2015.

GS-14 Feedback Survey. In February 2016, the DAG/I staff conducted a survey of all officers who were at the GS-14 level prior to the 2015 GS-15 promotion exercise, receiving a 47 percent response rate.

Overall, results aligned closely to those of the 2015 GS-15 Feedback Survey, with 72 percent of respondents reporting receiving some feedback in 2015. Differences between GS-14 and GS-15 survey results appear in the number of respondents who indicated aspirations to become SIS— 46 percent of GS-14 respondents compared to 60 percent of GS-15. In line with the results of other workforce surveys, this survey found that minority male GS-14s were more likely to aspire to reach SIS than non-minority women. Notably, 21 percent of GS-14 respondents were unsure about their SIS aspiration.

GOING FORWARD

With June 2016 marking the end of Year Three implementation, Agency leaders and the DAG/I staff remain committed to leading this multi-year effort to produce cultural change and to advance each mandate. As of the release of this Year Three Report, the DAG has successfully implemented and transitioned the products from mandates 1, 2, 3, 4, 7, and 8 to their long-term organizational owners and will continue to monitor their effectiveness in supporting the workforce.

At the close of Year Three, the products and efforts made towards implementation of recommendations 7—*Provide Actionable and Timely Feedback*, and 8—*Develop Future Leaders* have been successfully transitioned to their permanent owners. The Talent Center will continue forward as the permanent owner of the DAG initiatives coming out of these recommendations, and is well placed to continue the work the DAG has started. As of the release of this report, the DAG will shift into a monitoring role for recommendations 7 and 8.

Similar to Year Three, in Year Four the DAG/I will apply several implementation models selected to maximize impact across the Agency: the traditional working group of volunteers model and a project team model in which the DAG/I staff will use SMEs and additional volunteers to address discrete projects to build upon the efforts completed in Year Three.

❖ **Working Group Model.** Continuing with this model, the DAG/I staff will redeploy a working group to address Recommendation 10—*Promote sponsorship*. As in past years, the group will be comprised of workforce volunteers and led by SIS or GS-15-level Chairs. The DAG encourages both existing and new members to participate in the Year 4 efforts.

❖ **Project Team Model.** This model will allow the DAG/I staff, with the aid of experts and stakeholders, to continue to manage and deploy discrete projects that began in Year Three. The DAG/I staff will use this model to develop project plans to continue to advance specific initiatives for recommendations 5—*Reduce and streamline career development tools*, 6—*Create an on-ramping program*, and 9—*Unlock talent through workplace flexibility*.

As in its previous implementation years, the DAG/I staff will draw upon the workforce and its cadre of advocates and volunteers to solicit membership in the Year Four Working Group and various project teams. The staff will also continue to leverage its Senior Champions, corporate SMEs, and stakeholders to identify additional partners across the Agency with whom to address each recommendation.

ACKNOWLEDGEMENTS

The DAG operates a very small staff and has been able to accomplish significant impact for the organization based on the generous contributions of time, resources, and passion from volunteers across the workforce who have taken on the DAG mission in addition to their normal job functions.

The DAG would like to thank our volunteers from the workforce for the passion and conviction they brought to their working groups and project teams. The volunteering officers serve as force-multipliers for the DAG/I staff to continue to leverage grassroots momentum and advance DAG initiatives at an enterprise-level.

Additionally, the DAG/I staff thanks the Agency's senior leadership for continuing to prioritize the DAG mandates and for constantly seeking creative solutions to better managing talent. The senior leadership team has generously lent their time, talents, counsel, and support to the DAG/I initiatives and remain committed to doing so throughout the DAG's implementation effort and beyond.

We would also like to acknowledge the following groups for their vital contributions to the DAG's success in Year Three:

- The DAG Senior Champions who helped provide a corporate perspective and advice on ongoing DAG initiatives and who served as ambassadors within their own components to advertise and advance the DAG mission.

- The DAG Working Group Chairs and Project Team Leads, Executive Assistants, and members whose dedication to the Year Three goals resulted in tangible progress against the recommendations.

- The Advocates and Staff who help spread the DAG's messages throughout their offices and within their networks.

- The DAG's partners and SMEs

- The officers who assist with the DAG's digitization of resources and in updating, and deploying the online toolkits.

- The officers who assist the DAG with multimedia resources.

The DAG/I staff is deeply appreciative of each of these officers and the many others who have contributed their time, resources, and skills in the spirit of improving the lives of all Agency employees through the DAG initiatives. It is because of these officers that the DAG mission is being implemented into a reality.