

INCLUSIVE LEADERS AGGREGATE REPORT

—*Standard Report*—

Company X

ROUND 2 | 2022.11.29

What's Inside

This report displays aggregate results from all Participants and Reviewers who completed the assessment within a particular cohort. It is meant to aid Program Managers/Offices in thinking strategically about their organization's overall Diversity, Equity, and Inclusion culture.

The report contains the following sections:

Participant and Reviewer Skill Results

- *Inclusive Leader Pulse* - Average Participant and Reviewer scores for each of the 6 Inclusive Leader Skills
- *Skill Deep Dives* - Average Participants' and Reviewers' scores for each assessment question, by Skill

Strengths & Opportunities for Growth

- *Top 10 Positive Gaps between Reviewers and Participants* - Questions where Reviewers gave higher scores than Participants did
- *Top 10 Negative Gaps between Reviewers and Participants* - Questions where Reviewers gave lower scores than Participants did
- *Mapping Strengths and Weaknesses (if applicable)* - Matrix that maps the interaction of Participant and Reviewer scores into quadrants showing where Participants have: Known Strengths, Unknown Strengths, Known Weaknesses, and Unknown Weaknesses
- *Greatest Areas of Improvement* - The top 10 questions in which Reviewers' ratings improved the most between the two rounds

Levels of Engagement

- *Levels of Engagement Totals* - Totals for Participants' Levels of Engagement responses, broken down by people managers and individual contributors, and (if applicable) Previous Round and Current Round

Appendix

- *Data Tables* – Give the total percentages of Participants and Reviewers who selected each answer choice, for every question
- *Top 10 Strengths and Opportunities for Growth* – The 10 highest and lowest Reviewer-rated questions
- *Levels of Engagement Map* – Lists the 6 LOE Stages for both People Managers and Individual Contributors
- *Reviewer Questions* – Displays the Reviewer version of each assessment question

NOTE: Aggregates for each demographic will only be shown if 5 or more members of that demographic have responded.

Technical Stuff

Response Scales

All responses were made utilizing two 5-point Likert Scales:

Agreement Scale:

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree and
- (DNK) Do not know / Does not apply

Frequency Scale:

- Very Infrequently (less than 10% of the time)
- Infrequently (about 30% of the time)
- Sometimes (about 50% of the time)
- Frequently (about 70% of the time)
- Very Frequently (90% or more of the time)
- (DNK) Do Not Know / Does Not Apply

Level of Engagement Map

The Levels of the Engagement Map are presented at the end of the report. This map helps to define what it might look like to be at each of the 5 Stages for a particular Skill (e.g., for Own Your Story, Listen to Build Trust, etc.). The map further differentiates between what this behavior looks like for those in people-manager roles vs those who are individual contributors. The map and the descriptions it includes are meant to help you think about what it looks like to progress along a Skill. By comparing where you are now to where you want to go, you can get ideas about how to grow in your learning and nudge yourself forward to the next Stage within that Skill.

Terms

Throughout the assessment we have used the following terms:

Colleagues

Refers to the **people you have selected to review you**. They will mostly be your direct reports and/or team members, but could also include peers, your manager, etc.

Aspects of Identity

Traits and commitments like race and ethnicity, gender, religion, language, culture, sexual orientation, etc.

Bias

A tendency to consciously or unconsciously put disproportionate weight in a certain direction, either in favor of or against a particular thing.

Them

An individual Participant or Reviewer may be referred to as they/them as a way to remain gender neutral.

Your Group's Data

You are the only person who has access to your individual data. Your organization or program leaders will only see aggregate data from all Participants and Reviewers.

This Report Compares Data From:

Previous Round: Previous Round

Current Round: Current Round

Response Summary		
	Previous Round	Current Round
Participant Responses	1140	223
Reviewer Responses (Completion rate)	90%	54%

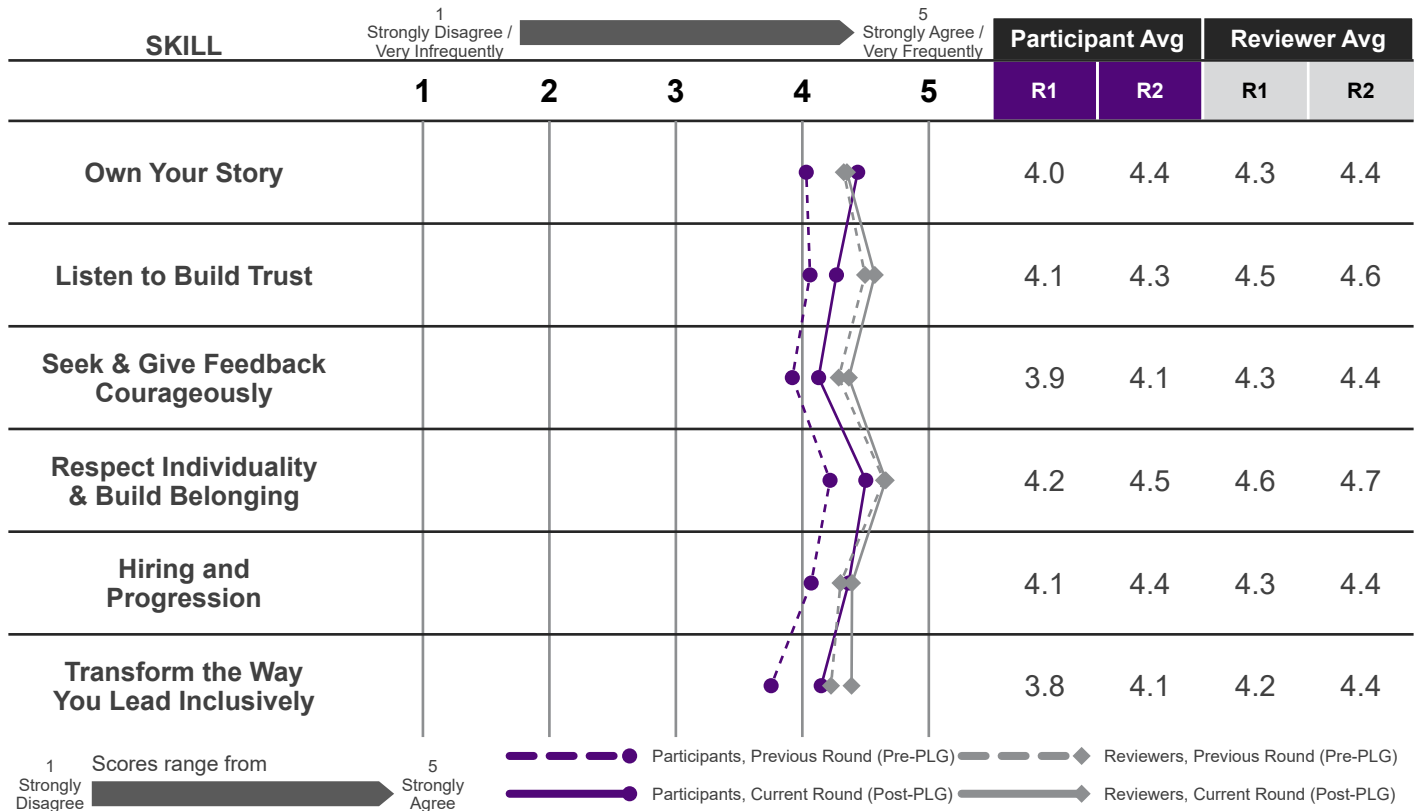


SKILL RESULTS

Inclusive Leader Pulse

This graph displays how Participants see themselves as inclusive leaders compared to how those they asked for feedback see them.

R1 indicates responses from the previous round of the assessment. **R2** indicates responses from the current round of the assessment. Responses are mapped to six key Inclusive Leader Skills: Own Your Story, Listen to Build Trust, Seek & Give Feedback Courageously, Respect Individuality & Build Belonging, Hiring & Progression, and Transform the Way You Lead Inclusively. **Use this overview to quickly identify strengths, gaps between intent and impact, and opportunities for growth for your group or organization.**



Take a Moment to Consider

- **Lower self-ratings may indicate areas in which Participants feel they have room to grow, and could mark potential skills to focus on for organizational development.** For each skill, how did the ratings change between rounds? What could explain improved ratings? What could explain a decline in ratings?
- **Larger gaps between Participant and Reviewer scores indicate differences between how participants view their own behaviors and how their colleagues experience those same behaviors.** Which skills have the largest differences in scores, and in which direction? These gaps will help you identify areas in which participants have opportunity for growth or areas of unknown strengths.
- **Are there any skills for which both Participants and Reviewers gave particularly high or low scores?** How can these high levels of agreement be utilized to improve the organization's approach to developing Inclusive Leaders as a whole?

Understanding the Skill Deep Dives

The following section provides a deeper look into the six Inclusive Leader skills. For each skill, you will see a page with the following elements:

Own Your Story

Skill Aggregate Score

Our story is shaped by a number of factors including our upbringing, culture, and values. These parts of our story impact the way we come to work and the way we lead. Each story is, "Like all others, like some others, and like no other". Owing our own story means that we are curious about our own experiences and for our clients, has been shaped. This also serves as a foundation for diversity, curiosity, and empathy for the paths of others' stories and experiences that are unique to our own.

Take a Moment to Consider

- How did you respond to "In most situations, there is no clear right or wrong decision" (Q2)? Are you comfortable with ambiguity, or do you have a need for a clear answer? Where would you most likely have something more to discuss or continue exploring next?
- Consider your ratings for "I often wonder how people's personal backgrounds influence their thinking or behavior" (Q5) and "I often wonder how people's personal backgrounds influence their thinking or behavior" (Q6). How might your responses here vary in a future round? In what ways could you consider curiosity to better understand people who think differently from you?

Your Level of Engagement

Below is your self-selected Level of Engagement (LOE) for this Skill. How does this description compare to your aggregate score and individual question responses?

Disengaging Engaging Practicing Authentic Influencing

Engaging: It's amazing how differently people sometimes view the same situation. Maybe this is influenced by our history or aspects of our mind, each should be a place where people are treated equally no matter their background or identity. I'd prefer to focus on our similarities rather than our differences.

(1) From Henry A. Murray and Clyde K. Koza, *Personality in Nature, Society, and Culture*, 1953

Assessment Questions

Q#	Assessment Question	1	2	3	4	5	6	7	8	9	10	Level of Agreement	Strength/Weakness				
1	I am aware of the way my personal values shape the way I interact with those around me.											4.0	3.0	3.7	3.0	Medium	US
2	In most situations, there is no clear right or wrong decision.											3.0	3.0	3.7	3.8	Medium	
3	I reflect on the professional someone else's perspective when in situations where I have a strong opinion.											4.0	4.0	3.8	3.8	Medium	
4	I often wonder how people's personal backgrounds influence their thinking or behavior.											3.0	3.7	4.2	Medium		
5	I am open to learning from the experiences and perspectives of others.											4.0	3.0	3.5	4.0	Medium	
6	I am willing to respectfully disagree when presented with new information on a topic even if I am not sure what I have personally believed.											3.0	3.0	3.7	2.8	Low	UW

Legend: Reviewer Aggregate, Reviewer Aggregate, Aggregate Participant Self-Rating

Level of Agreement (LOA): High (SD < 0.8), Medium (SD 0.8 to 1.2), Low (SD > 1.2)

Strengths/Weaknesses: Known Strength (KS), Unknown Strength (US), Known Weakness (KW), Unknown Weakness (UW)

Your Assessment Questions table includes:

- A** Each Question with aggregated Participants' self (S) and aggregated Reviewer (R) ratings.
 - (1) is data from Previous Round and (2) is data for Current Round
- B** Reviewers' aggregate is indicated by the bar, and the Participants' aggregate score is the yellow dot.

C **Level of Agreement (LOA)** indicates the extent to which your Reviewers' scores varied:

- High** High agreement indicates that most people gave similar answers (Standard Deviation (SD) is 0.8);
- Medium** Medium (SD is 0.8 to 1.2);
- Low** Low agreement means there was a wide range of scores (SD > 1.2).

D **Strengths & Weaknesses (S/W):** Based on the Participants' and Reviewers' responses, the following categories of strengths and weaknesses are identified for you to assess how Participants are seen:

- KS** **Known Strength (KS):** Participants' rating is 4 or higher, and Reviewers' average is 4.25 or higher.
- US** **Unknown Strength (US):** Participants' average is 3.65 or lower, and Reviewers' average is 4.25 or higher.
- KW** **Known Weakness (KW):** Participants' average is 3.65 or lower, and Reviewers' average is 3.5 or lower.
- UW** **Unknown Weakness (UW):** Participants' average is 4 or higher, and Reviewers' average is 3.5 or lower.

Understanding the Skill Deep Dives Cont.

E **Percentage of “Do not know” or “Does not apply” responses selected by Reviewers for the questions in each Skill.** The percentage listed in this section indicates how many “Do Not Know” or “Does Not Apply” responses were selected by Reviewers across questions within a Skill. This percentage is not inherently good or bad, it simply gives additional data to use in your reflection. Percentages are for the aggregate of responses for the Skill (rather than on a question-by-question level).

When thinking about the percentages consider:

- ***Is the percentage high or low?*** A high percentage may indicate that people do not feel they observe (or have the opportunity to observe) this behavior in Participants. If the percentage is low, focus your reflection on the question-by-question data (Reviewer Average, Level of Agreement, and Strengths/Weaknesses).
- ***If the percentage is higher (roughly >10%) consider the following:***
 - Consider why it might be important for others (direct reports, peers, stakeholders etc.) to observe some of the Participants’ thinking and/or behaviors within this Skill?
 - What is the value for your organization and its culture to see Participants exhibit certain behaviors within a Skill?
 - Which behavior do you think is most likely to be marked as “DNK/DNA” by Reviewers? What is one way you can more effectively demonstrate this behavior in order to help create a more inclusive environment?
 - Is this a reflection of Participants’ behaviors as leaders, or a result of the Reviewers that they selected? What can you learn from considering either option?

Own Your Story

1 Strongly Disagree 5 Strongly Agree

Q#	Assessment Question	1	2	3	4	5	S1	S2	R1	R2	Level of Agreement	Strength / Weakness
1	I am aware of the way my personal values shape the way I interact with those around me.						4.4	4.5	4.3	4.3	High	KS
2	In most situations, there is no perfect right or wrong choice.						3.6	4.3	4.4	4.4	High	KS
3	I often try to understand someone else's perspective—even in situations where I have a strong opinion.						3.9	4.3	4.4	4.4	High	KS
4	I often wonder how peoples' personal backgrounds influence their thinking or behavior.						4.0	4.2	4.0	4.1	Medium	
5	I am open to learning from the experiences and people I encounter.						4.6	4.7	4.5	4.5	High	KS
6	I am willing to reconsider my opinion when presented with new information on a topic, even if it contradicts what I have previously believed.						4.5	4.6	4.4	4.4	High	KS

R1 Reviewer Aggregate

R2 Reviewer Aggregate

S1/S2 Aggregate Participant Self Rating

R1 85% R2 8% Percentage of "Do not know" or "Does not apply" responses selected by Reviewers for the questions in this Skill.

<p>Level of Agreement (LOA) <i>Extent of variation between Reviewer scores.</i></p> <p> High SD < 0.8</p> <p> Medium 0.8 to 1.2</p> <p> Low > 1.2</p>	<p>Strengths / Weaknesses <i>Similarity or Gaps between Self score and Reviewers' aggregate. Not all questions will fall into one of these categories.</i></p> <p> KS Known Strength <i>High Self and Reviewer Score</i></p> <p> US Unknown Strength <i>Low Self / High Reviewer Score</i></p> <p> KW Known Weakness <i>Low Self and Reviewer Score</i></p> <p> UW Unknown Weakness <i>High Self / Low Reviewer Score</i></p>
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Listen to Build Trust

1 Very Infrequently 5 Very Frequently

Q#	Assessment Question	1	2	3	4	5	S1	S2	R1	R2	Level of Agreement	Strength / Weakness
7	I ask clarifying questions, when listening to colleagues, to make sure I understand what they mean to say.						4.2	4.4	4.4	4.4	High	KS
8	When I'm speaking with colleagues, I give them my full attention and do not get distracted by other things such as thinking about how I am going to respond.						3.7	4.0	4.3	4.6	High	KS
9	I keep the commitments I make to colleagues.						4.6	4.6	4.7	4.6	High	KS
10	I listen without interrupting and only respond once I am sure the other person has completed their thought.						3.7	3.8	4.5	4.5	High	
11	I trust my colleagues enough to share honestly with them.						4.3	4.5	4.7	4.6	High	KS
12	I am intentional about creating an environment where opinions and ideas that differ from the majority of the group can be shared.						3.9	4.4	4.3	4.6	High	KS

R1 Reviewer Aggregate

R2 Reviewer Aggregate

S1/S2 Aggregate Participant Self Rating

R1 36% R2 1% Percentage of "Do not know" or "Does not apply" responses selected by Reviewers for the questions in this Skill.

<p>Level of Agreement (LOA) Extent of variation between Reviewer scores.</p> <p> High SD < 0.8</p> <p> Medium 0.8 to 1.2</p> <p> Low > 1.2</p>	<p>Strengths / Weaknesses Similarity or Gaps between Self score and Reviewers' aggregate. Not all questions will fall into one of these categories.</p> <p> KS Known Strength High Self and Reviewer Score</p> <p> US Unknown Strength Low Self / High Reviewer Score</p> <p> KW Known Weakness Low Self and Reviewer Score</p> <p> UW Unknown Weakness High Self / Low Reviewer Score</p>
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Seek & Give Feedback Courageously

1 Very Infrequently 5 Very Frequently

Q#	Assessment Question	1	2	3	4	5	S1	S2	R1	R2	Level of Agreement	Strength / Weakness
13	I invite colleagues to share their views about my areas for improvement as well as my strengths.						3.3	3.8	4.0	4.1	Medium	
14	I take opportunities to affirm others when they have done something well.						4.3	4.4	4.4	4.4	High	KS
15	I provide my colleagues with constructive feedback when it could help improve their performance.						3.9	4.1	4.0	4.2	Medium	
16	I am intentional about seeking feedback from people who have a different perspective than I do.						3.7	4.0	4.5	4.5	High	
17	I take action on feedback when it is given to me.						4.4	4.4	4.5	4.5	High	KS
18	I deliver feedback that is timely and specific.						4.0	4.1	4.3	4.4	Medium	KS

R1 Reviewer Aggregate

R2 Reviewer Aggregate

S1/S2 Aggregate Participant Self Rating

R1 37% R2 4% Percentage of "Do not know" or "Does not apply" responses selected by Reviewers for the questions in this Skill.

<p>Level of Agreement (LOA) Extent of variation between Reviewer scores.</p> <p>High SD < 0.8</p> <p>Medium 0.8 to 1.2</p> <p>Low > 1.2</p>	<p>Strengths / Weaknesses Similarity or Gaps between Self score and Reviewers' aggregate. Not all questions will fall into one of these categories.</p> <p>KS Known Strength High Self and Reviewer Score</p> <p>US Unknown Strength Low Self / High Reviewer Score</p> <p>KW Known Weakness Low Self and Reviewer Score</p> <p>UW Unknown Weakness High Self / Low Reviewer Score</p>
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Respect Individuality & Build Belonging

1 Very Infrequently 5 Very Frequently

Q#	Assessment Question	1	2	3	4	5	S1	S2	R1	R2	Level of Agreement	Strength / Weakness
19	I regularly acknowledge the unique contributions of my colleagues.						4.1	4.3	4.6	4.6	High	KS
20	My colleagues do not feel the need to hide any aspect of their identity* while interacting with me.						4.0	4.6	4.7	4.7	High	KS
21	I find ways to help others feel like they belong and are a part of the team.						4.2	4.5	4.6	4.7	High	KS
22	I am intentional about helping to create a team environment where people feel safe sharing their ideas.						4.5	4.6	4.7	4.7	High	KS

R1 Reviewer Aggregate R2 Reviewer Aggregate S1/S2 Aggregate Participant Self Rating

R1 37% R2 3% Percentage of "Do not know" or "Does not apply" responses selected by Reviewers for the questions in this Skill.

<p>Level of Agreement (LOA) <i>Extent of variation between Reviewer scores.</i></p> <table style="width: 100%; text-align: center;"> <tr> <td style="background-color: #2e8b57; color: white; padding: 5px;">High</td> <td style="background-color: #ff8c00; color: white; padding: 5px;">Medium</td> <td style="background-color: #8b0000; color: white; padding: 5px;">Low</td> </tr> <tr> <td>SD < 0.8</td> <td>0.8 to 1.2</td> <td>> 1.2</td> </tr> </table>	High	Medium	Low	SD < 0.8	0.8 to 1.2	> 1.2	<p>Strengths / Weaknesses <i>Similarity or Gaps between Self score and Reviewers' aggregate. Not all questions will fall into one of these categories.</i></p> <table style="width: 100%;"> <tr> <td style="background-color: #2e8b57; color: white; padding: 5px;">KS</td> <td>Known Strength <i>High Self and Reviewer Score</i></td> <td style="background-color: #ffff00; padding: 5px;">US</td> <td>Unknown Strength <i>Low Self / High Reviewer Score</i></td> </tr> <tr> <td style="background-color: #ff8c00; padding: 5px;">KW</td> <td>Known Weakness <i>Low Self and Reviewer Score</i></td> <td style="background-color: #8b0000; color: white; padding: 5px;">UW</td> <td>Unknown Weakness <i>High Self / Low Reviewer Score</i></td> </tr> </table>	KS	Known Strength <i>High Self and Reviewer Score</i>	US	Unknown Strength <i>Low Self / High Reviewer Score</i>	KW	Known Weakness <i>Low Self and Reviewer Score</i>	UW	Unknown Weakness <i>High Self / Low Reviewer Score</i>
High	Medium	Low													
SD < 0.8	0.8 to 1.2	> 1.2													
KS	Known Strength <i>High Self and Reviewer Score</i>	US	Unknown Strength <i>Low Self / High Reviewer Score</i>												
KW	Known Weakness <i>Low Self and Reviewer Score</i>	UW	Unknown Weakness <i>High Self / Low Reviewer Score</i>												

Hiring and Progression

1 Very Infrequently 5 Very Frequently

Q#	Assessment Question	1	2	3	4	5	S1	S2	R1	R2	Level of Agreement	Strength / Weakness
23	I watch for bias* in myself that doubts a colleague's qualifications because of an aspect of their identity**.						3.8	4.2	4.0	4.2	Medium	
24	I feel like I provide equal opportunities for everyone on my team.						4.4	4.6	4.6	4.7	High	KS
25	I look for ways I can support my colleagues in progressing in their careers.						4.1	4.4	4.3	4.3	Medium	KS
26	I advocate on behalf of my colleagues when they are not present.						4.1	4.3	4.4	4.5	High	KS

R1 Reviewer Aggregate R2 Reviewer Aggregate S1/S2 Aggregate Participant Self Rating

R1 46%
R2 14%
 Percentage of "Do not know" or "Does not apply" responses selected by Reviewers for the questions in this Skill.

<p>Level of Agreement (LOA) Extent of variation between Reviewer scores.</p> <p> High Medium Low </p> <p>SD < 0.8 0.8 to 1.2 > 1.2</p>	<p>Strengths / Weaknesses Similarity or Gaps between Self score and Reviewers' aggregate. Not all questions will fall into one of these categories.</p> <p> KS Known Strength US Unknown Strength <small>High Self and Reviewer Score Low Self / High Reviewer Score</small> </p> <p> KW Known Weakness UW Unknown Weakness <small>Low Self and Reviewer Score High Self / Low Reviewer Score</small> </p>
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Transform the Way You Lead Inclusively

1 Strongly Disagree 5 Strongly Agree

Q#	Assessment Question	1	2	3	4	5	S1	S2	R1	R2	Level of Agreement	Strength / Weakness
27	I often share with my team the things I am learning about how to better include and understand people who are different from me.						3.2	3.9	3.8	4.2	Medium	
28	In the past 3 months, I have actively sought to learn more about aspects of identity* when encountering one I don't understand.						3.8	4.0	4.3	4.2	Medium	
29	In the past 3 months, I have made contributions to how my team operates to be more inclusive.						3.8	4.2	4.3	4.5	High	KS
30	I regularly consider how I can be more inclusive with my internal and/or external customers.						3.8	4.3	4.4	4.4	High	KS
31	I actively participate in building the company's inclusive culture.						4.1	4.4	4.4	4.6	High	KS

R1 Reviewer Aggregate R2 Reviewer Aggregate S1/S2 Aggregate Participant Self Rating

R1 45% R2 18% Percentage of "Do not know" or "Does not apply" responses selected by Reviewers for the questions in this Skill.

<p>Level of Agreement (LOA) <i>Extent of variation between Reviewer scores.</i></p> <table style="width: 100%; text-align: center;"> <tr> <td style="background-color: #4CAF50; color: white; padding: 5px;">High</td> <td style="background-color: #FF9800; color: white; padding: 5px;">Medium</td> <td style="background-color: #F44336; color: white; padding: 5px;">Low</td> </tr> <tr> <td>SD < 0.8</td> <td>0.8 to 1.2</td> <td>> 1.2</td> </tr> </table>	High	Medium	Low	SD < 0.8	0.8 to 1.2	> 1.2	<p>Strengths / Weaknesses <i>Similarity or Gaps between Self score and Reviewers' aggregate. Not all questions will fall into one of these categories.</i></p> <table style="width: 100%;"> <tr> <td style="background-color: #4CAF50; color: white; padding: 5px;">KS</td> <td>Known Strength <i>High Self and Reviewer Score</i></td> <td style="background-color: #FFEB3B; color: black; padding: 5px;">US</td> <td>Unknown Strength <i>Low Self / High Reviewer Score</i></td> </tr> <tr> <td style="background-color: #FF9800; color: white; padding: 5px;">KW</td> <td>Known Weakness <i>Low Self and Reviewer Score</i></td> <td style="background-color: #F44336; color: white; padding: 5px;">UW</td> <td>Unknown Weakness <i>High Self / Low Reviewer Score</i></td> </tr> </table>	KS	Known Strength <i>High Self and Reviewer Score</i>	US	Unknown Strength <i>Low Self / High Reviewer Score</i>	KW	Known Weakness <i>Low Self and Reviewer Score</i>	UW	Unknown Weakness <i>High Self / Low Reviewer Score</i>
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Top 10 Positive Gaps

This table shows the 10 questions with the largest positive differences between the Reviewer's and Participant's (Self) ratings, for the current round. **A positive gap indicates a question for which the Reviewers' average rating was higher than the Participants average Self rating.** The line between the purple dot (Participants' average rating) and the green diamond (Reviewers' average rating) shows the gap. Shorter lines indicate smaller gaps, and longer lines indicate larger gaps. If there are fewer than 10 positive gaps, some rows will be left blank.

The question text displayed is the Participant's (Self) version.

● Participants

◆ Reviewers

Rank	Skill	Question	1	2	3	4	5	Gap
1	Listen to Build Trust	I listen without interrupting and only respond once I am sure the other person has completed their thought.				●	◆	0.8
2	Listen to Build Trust	When I'm speaking with colleagues, I give them my full attention and do not get distracted by other things such as thinking about how I am				●	◆	0.6
3	Seek & Give Feedback Courageously	I am intentional about seeking feedback from people who have a different perspective than I do.				●	◆	0.6
4	Respect Individuality & Build Belonging	I regularly acknowledge the unique contributions of my colleagues.				●	◆	0.3
5	Transform the Way You Lead Inclusively	In the past 3 months, I have made contributions to how my team operates to be more inclusive.				●	◆	0.3
6	Seek & Give Feedback Courageously	I deliver feedback that is timely and specific.				●	◆	0.3
7	Transform the Way You Lead Inclusively	I often share with my team the things I am learning about how to better include and understand people who are different from me.				●	◆	0.3
8	Seek & Give Feedback Courageously	I invite colleagues to share their views about my areas for improvement as well as my strengths.				●	◆	0.4
9	Respect Individuality & Build Belonging	I find ways to help others feel like they belong and are a part of the team.				●	◆	0.2
10	Listen to Build Trust	I am intentional about creating an environment where opinions and ideas that differ from the majority of the group can be shared.				●	◆	0.2



Take a Moment to Consider

- **In reviewing the top 10 positive gaps, are there any that have been a focus for the organization or executive teams to which you can connect the positive scores?** These are easy ways to connect the work that has already been done with inclusion skills.
- **Are there any Skills or questions that showed up as a positive gap and were a surprise to you?** These could be unknown strengths your group can leverage. Reach out to some of the Participants and ask them the following -- What have you been doing in X Skill or what does this behavior look like for you since others have found it to be so effective?
- **A positive gap rarely is due to pronounced humility in the Participant.** It likely means that the leader is having positive impacts they do not fully see. How can you help leaders explore such positive inclusion impacts with their teams?

10 Largest Negative Gaps

This table shows the 10 questions with the largest negative differences between the Reviewer's and Participant's (Self) ratings, for the current round. **A negative gap indicates a question for which the Reviewer's average rating was lower than the Participant's average Self rating.** The line between the purple dot (Participants' average rating) and the green diamond (Reviewers' average rating) shows the gap. Shorter lines indicate smaller gaps, and longer lines indicate larger gaps. If there are fewer than 10 negative gaps, some rows will be left blank.

The question text displayed is the Participant's (Self) version.

● Participants ◆ Reviewers

Rank	Skill	Question	1	2	3	4	5	Gap
1	Own Your Story	I am aware of the way my personal values shape the way I interact with those around me.				◆●		-0.2
2	Own Your Story	I am willing to reconsider my opinion when presented with new information on a topic, even if it contradicts what I have previously believed.				◆●		-0.2
3	Own Your Story	I am open to learning from the experiences and people I encounter.				◆●		-0.2
4	Own Your Story	I often wonder how peoples' personal backgrounds influence their thinking or behavior.				◆●		-0.1
5	Hiring and Progression	I look for ways I can support my colleagues in progressing in their careers.				◆●		-0.0

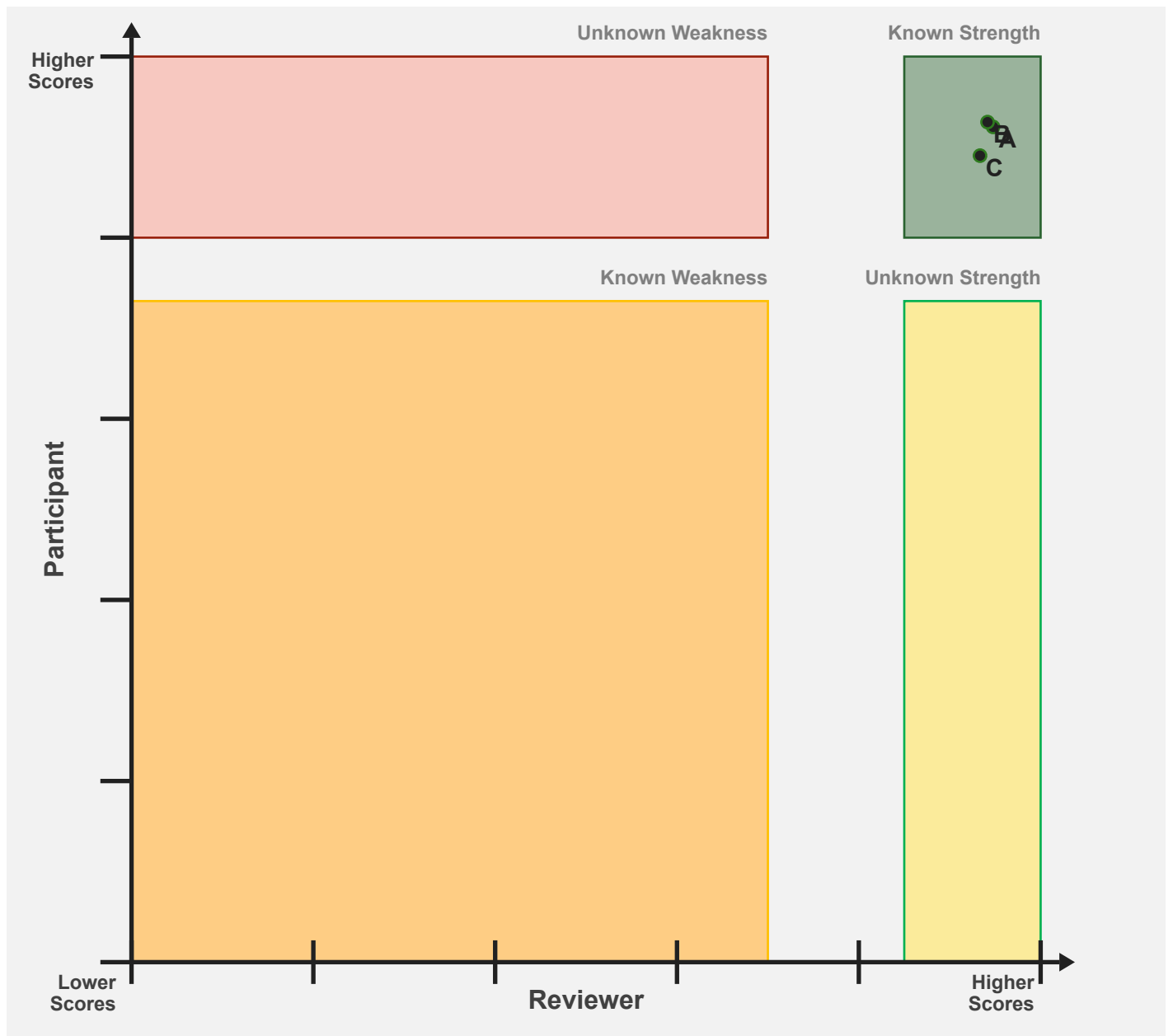


Take a Moment to Consider

- **Reviewing the top 10 negative gaps, are there any that have been a focus for the organization or executive teams that are still showing up on this list?** These may be areas that aren't being communicated effectively or engaged within the organization.
- **What have you observed among leaders in your culture that may lead them to overestimate their DEI skills?** How are you educating and managing for that dynamic?
- **Were there other dynamics in the workplace or in this group (e.g. reorganization, layoffs, tech changes, comp changes) that may have influenced these negative ratings?** If so, how can you help the leaders factor these into the results, without using those realities or dismissing the feedback?

Mapping Strengths & Weaknesses

Each region below shows the top 3 questions for the following four categories, i.e., **Known Strength (KS)**, **Unknown Strength (US)**, **Known Weakness (KW)**, and **Unknown Weakness (UW)**. Since being categorized as a(n) KS, US, KW, or UW requires a specific interaction between both the Participants' and the Reviewers' responses to a question, there may be fewer than three questions which fall into any individual category. A table that shows, additional details about each question below is included on the next page



Strengths / Weaknesses

Similarity or Gaps between Self score and Reviewers' aggregate. Not all questions will fall into one of these categories.

KS	Known Strength Self Score > 4 Reviewer Score > 4.25	KW	Known Weakness Self Score < 3.65 Reviewer Score < 3.5	US	Unknown Strength Self Score < 3.65 Reviewer Score > 4.25	UW	Unknown Weakness Self Score > 4 Reviewer Score < 3.5
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Mapping Strengths & Weaknesses

	Q#	Skill	Question Text	Participant Average	Reviewer Average
A	20	Respect Individuality & Build Belonging	My colleagues do not feel the need to hide any aspect of their identity* while interacting with me.	4.6	4.7
B	24	Hiring and Progression	I feel like I provide equal opportunities for everyone on my team.	4.6	4.7
C	21	Respect Individuality & Build Belonging	I find ways to help others feel like they belong and are a part of the team.	4.5	4.7
				N/A	N/A
				N/A	N/A
				N/A	N/A
				N/A	N/A
				N/A	N/A
				N/A	N/A
				N/A	N/A
				N/A	N/A
				N/A	N/A
				N/A	N/A
				N/A	N/A
				N/A	N/A



Take a Moment to Consider

- **Do any skills consistently fall under a certain category for your group** (i.e., most of your Unknown Weaknesses are from Listen to Build Trust)? How can everyone be more intentional about practicing skills in which they are weak and making sure skills in which they are doing well remain strengths?
- **Attend to Unknown Strengths:** What can you learn about the implications of these responses? How can you highlight these strengths with leaders, and help them think about why they may be largely unaware of their own positive impact?
- **Dig into Unknown Weaknesses:** What's behind these ratings? Why might Participants' weaknesses in the behaviors be unknown to them? What can be done to ensure that Participants and the organization as a whole learn and grow based on this feedback?

Greatest Areas of Improvement

This table displays the top 10 Questions in which Reviewers' ratings improved the most between the previous round and the current round. The "gap" column refers to how much the Reviewers' aggregate average score increased between the two Rounds.

Rank	Skill	Question	Current Round Reviewers	Previous Round Reviewers	Gap
1	Transform the Way You Lead Inclusively	I often share with my team the things I am learning about how to better include and understand people who are different from me.	4.2	3.8	0.4
2	Listen to Build Trust	When I'm speaking with colleagues, I give them my full attention and do not get distracted by other things such as thinking about how I am going to respond.	4.6	4.3	0.3
3	Listen to Build Trust	I am intentional about creating an environment where opinions and ideas that differ from the majority of the group can be shared.	4.6	4.3	0.3
4	Transform the Way You Lead Inclusively	I actively participate in building the company's inclusive culture.	4.6	4.4	0.2
5	Transform the Way You Lead Inclusively	In the past 3 months, I have made contributions to how my team operates to be more inclusive.	4.5	4.3	0.1
6	Seek & Give Feedback Courageously	I provide my colleagues with constructive feedback when it could help improve their performance.	4.2	4.0	0.1
7	Hiring and Progression	I watch for bias* in myself that doubts a colleague's qualifications because of an aspect of their identity**.	4.2	4.0	0.1
8	Respect Individuality & Build Belonging	I find ways to help others feel like they belong and are a part of the team.	4.7	4.6	0.0
9	Hiring and Progression	I feel like I provide equal opportunities for everyone on my team.	4.7	4.6	0.1
10	Hiring and Progression	I advocate on behalf of my colleagues when they are not present.	4.5	4.4	0.1



Take a Moment to Consider

- **Dig into these improvements to understand why they occurred.** Leverage that learning to celebrate your leaders' progress and expand those improvement drivers. It is a great way to acknowledge the work they already have done, and it reminds them to keep learning on their journey.
- **Can you see any correlations between improvements in these Assessment data and other data,** such as engagement scores, mobility, or retention? Identifying these connections and sharing them will help ensure the longevity of the changes, and show the return on investing in inclusive leadership.



LEVELS OF ENGAGEMENT

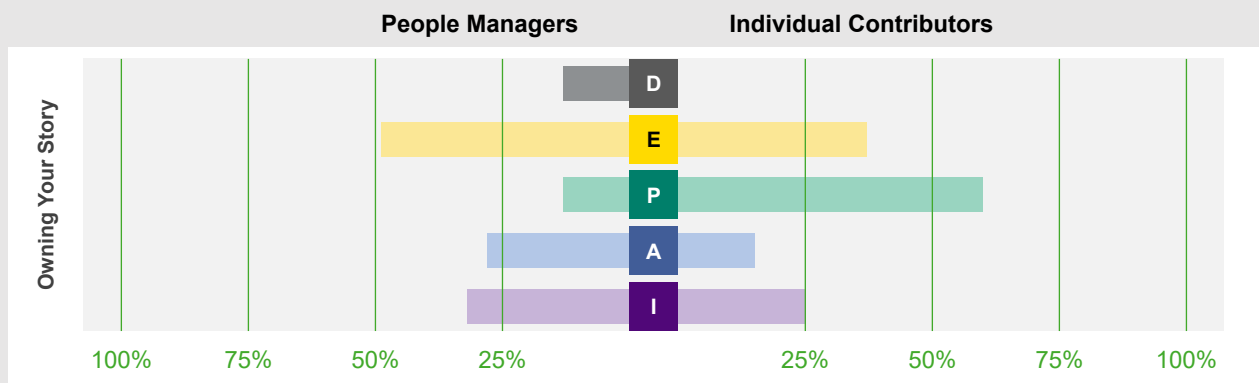
About the Levels of Engagement

The following graphs give an overview of which Level of Engagement Participants self located within for each Inclusive Leaders Skill. Full definitions for each Level of Engagement within a Skill can be found in the "Levels of Engagement Map" in the Appendix.

This section of the report can be useful for seeing where the people in this group see themselves at various points of the learning journey, and it allows one to compare between Stages, People Managers and Individual Contributors, as well as between Previous Round and Current Round (if applicable).

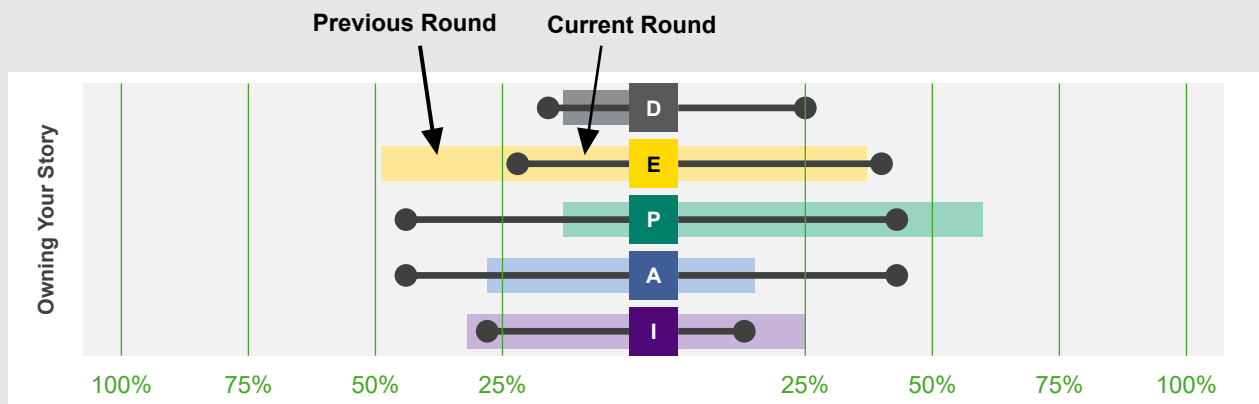
How to read and understand the information provided:

The data is split by Participants who are **People Managers** and Participants who are **Individual Contributors**.



Where do most People Managers fall? What about most Individual Contributors (ICs)? What might any large gaps tell you about the different perspectives of managers and ICs? How might each group help the other advance together along the Stages?

The colored bars represent **Previous Round** data. The black dumbbells represent **Current Round** data (if applicable).



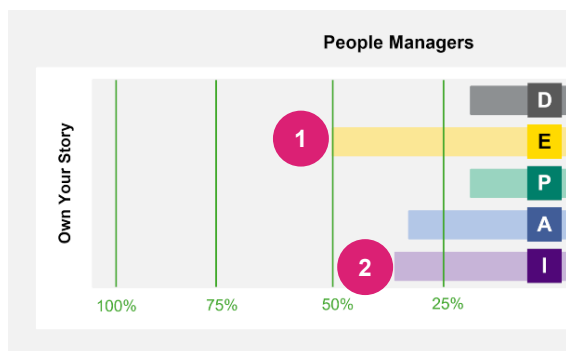
- Are responses consistent across behaviors, or are Participants further along in some skills compared to others? How can this inform future learning for this group?
- Do you notice more Participants moving out of the lower stages (D, E, P) and into the higher stages (A, I) between Previous Round and Current Round? How could this influence which skills and stages your group or organization should focus on advancing?

Interpreting the Levels of Engagement

There are many ways to think about, and process, the data from the Levels of Engagement. A few examples are presented here concerning how you can read the graphs for insight on your group's journey along the 5 Stages.

The Levels of Engagement Map is available at the end of the report. This map helps to define what it might look like to be at each of the 5 Stages for a particular Skill (e.g., for Own Your Story, Listen to Build Trust, etc.). The map further differentiates between what this behavior looks like for those in people-manager roles vs those who are individual contributors. The map and the descriptions it includes are meant to help you think about what it looks like to progress along with a Skill. By comparing where you are now to where you want to go, you can get ideas about how to grow in your learning and nudge yourself forward to the next Stage within that Skill.

What is the breakdown of a specific group for each round?



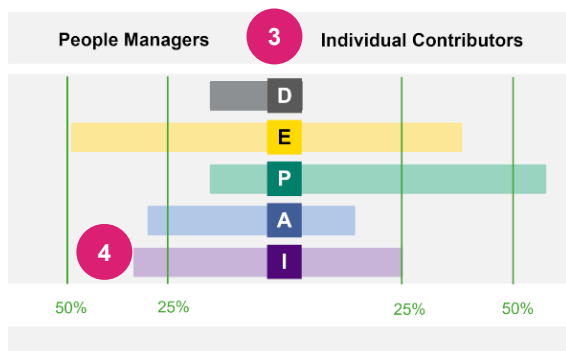
Example:

- 1 50% of all People Managers' responses are early in their journey at Engaging (E)
- 2 The second highest number of People Managers are in Influencing (I).

Consider:

- What are the two Stages in which the majority of your Participants are located Are they different for People Managers and Individual Contributors?
- What do the Stages in which most Participants identify themselves as mean for your organization's culture? How might this influence how you will approach development of a more inclusive culture in the future?

How do People Managers compare to Individual Contributors for each round?



Example:

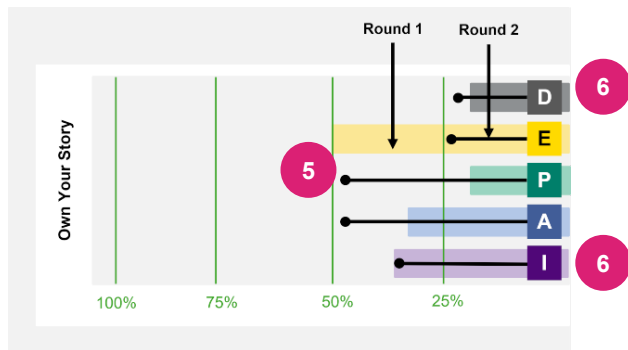
- 3 The breakdown for People Managers shows high concentrations in Engaging (E) and Influencing (I), while most ICs are at Practicing (P).
- 4 People Managers have a higher population of Activating (A) and Influencing (I) than ICs.

Consider:

- Are there key differences between where most People Managers fall compared to most Individual Contributors?
- What do the differences between People Managers and Individual Contributors tell you about the different perspectives and expectations of each group? How can both groups help each other on their inclusive journey?

Interpreting the Levels of Engagement (Cont'd)

What were the biggest changes between Previous Round and Current Round for each group?

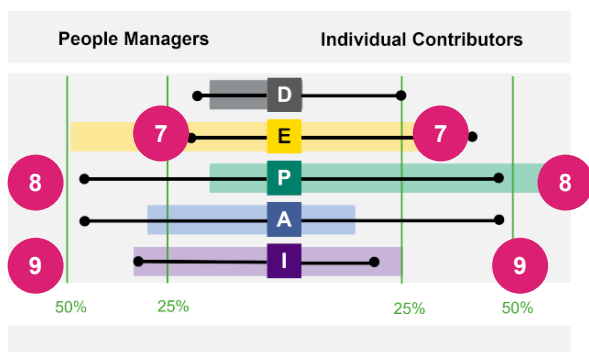


Example:

Consider:

- Where do you see the greatest movement between Stages from Previous Round to Current Round? Where do you see the least amount of movement?
- What might the movement between Stages mean for your groups' engagement in, and commitment to, leading inclusively?
- Are there any Stages in which people seem "stuck"? Try to brainstorm with others to identify ways to support this group in breaking out of that stage.

Putting it all together: What does the entire graph tell us?



Example:

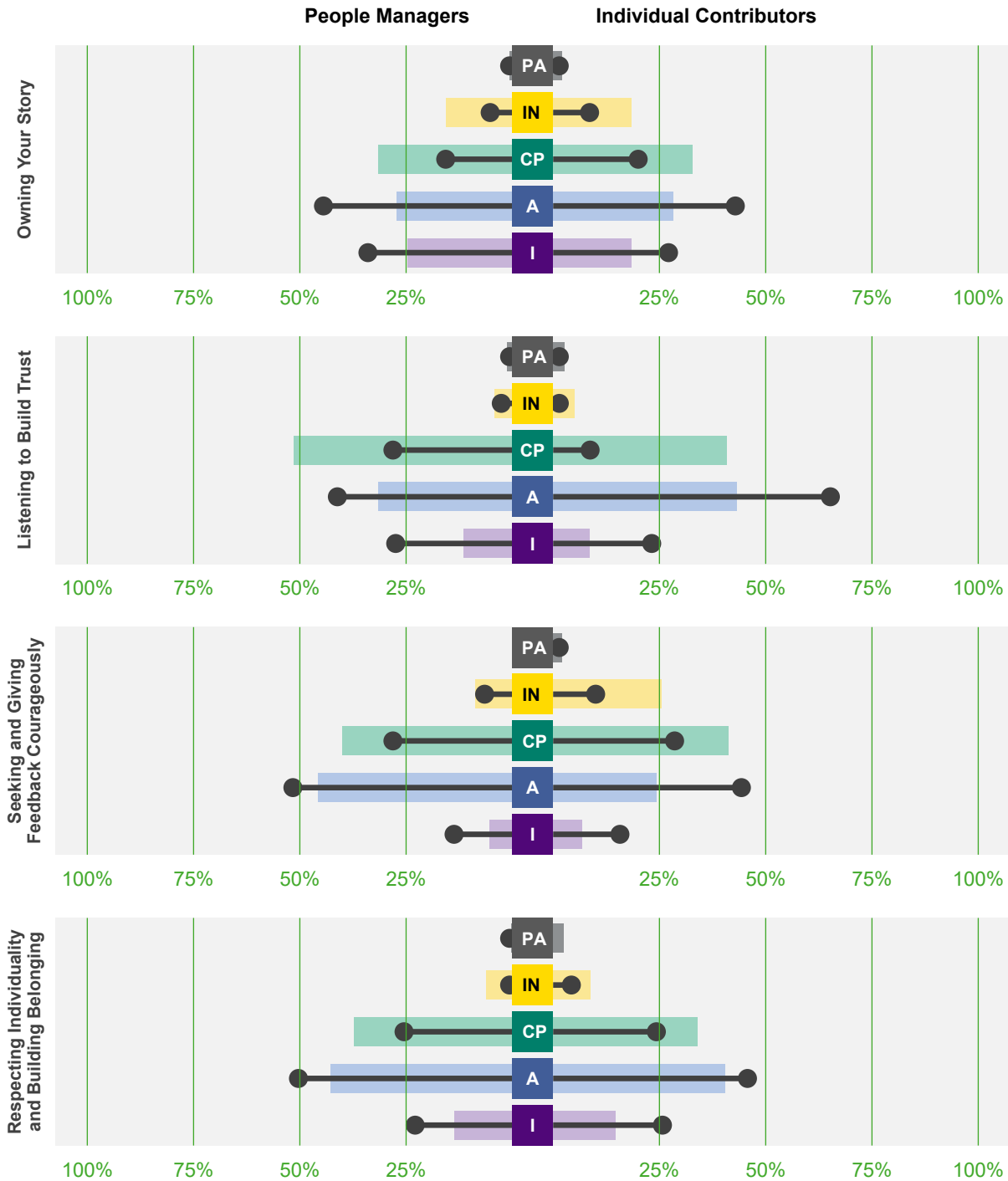
- 7 Generally, ICs seem to have progressed more along the 5 stages between Previous Round and Current Round, while a portion of People Managers have moved down to Disengaging (D) between rounds.
- 8 More People Managers have moved from Engaging (E) into Practicing (P) between Rounds 1 and 2, while the numbers for ICs remained largely the same.
- 9 Both People Managers and ICs had increases in Activating (A) between Previous Round and Current Round.

Consider:

- When you consider all three of the views outlined previously, what do you notice? What is the bigger story your data are telling?
- A "regression" into lower stages might not be a negative reflection on your group. Sometimes people gain more self-awareness as they progress through the program. Did you have any "regressions"? What could this mean for your group?

Levels Of Engagement

Colored bars show the percentage of responses for Previous Round. The black 'dumbbell' shows percentages for Current Round.

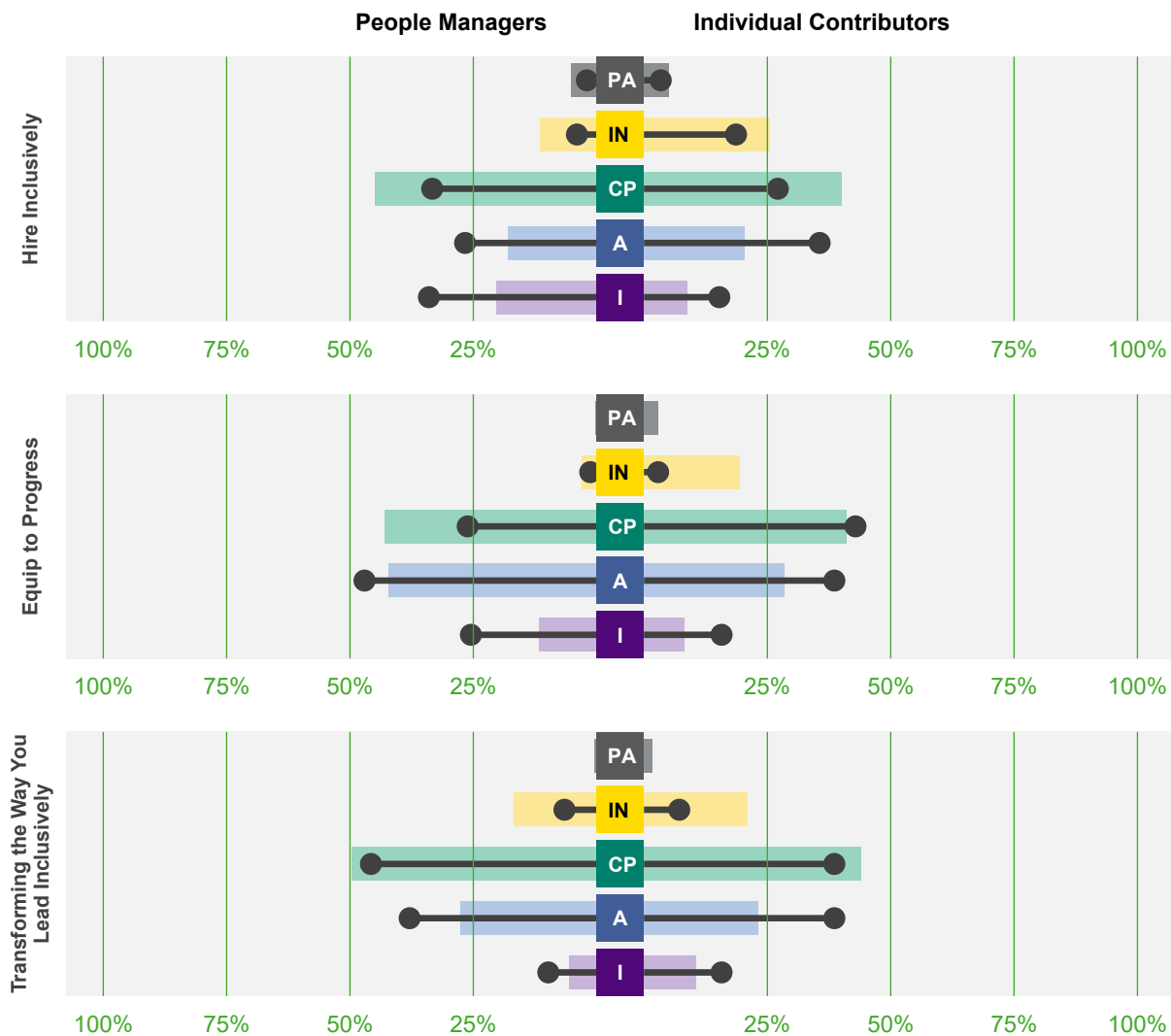


Levels of Engagement Key

Pre-awareness	Interest & Necessity	Careful Practice	Activated	Influencing
Not yet aware of diversity's significance for my influence and inclusive leadership	Motivated to raise awareness and early learning with colleagues and stakeholders	Experiment cautiously, with a mix of awkwardness and confidence in skills, learning to contribute inclusively across aspects of diversity	Confidence growing with diversity and inclusion at work, through solving problems and building trust	Others recognize you as a subject matter expert, an accountable ally, a colleague with humility and a leader with a clear point of view

Levels Of Engagement

Colored bars show the percentage of responses for Previous Round. The black 'dumbbell' shows percentages for Current Round.



Levels of Engagement Key

Pre-awareness	Interest & Necessity	Careful Practice	Activated	Influencing
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Appendix

Data Table

This table shows the spread of responses by percentage across each rating (1-5) for both Participants (P) and Reviewers (R). Reviewers' responses are in bold font.

Q#	Skill	Reviewer Question		1	2	3	4	5	DNK
1	Own Your Story	Demonstrates an awareness of the ways in which their personal values shape how they interact with others.	P	0%	0%	2%	43%	54%	0%
			R	0%	1%	9%	37%	39%	13%
2	Own Your Story	Demonstrates a belief that decisions are complex, and there is often no one perfect right or wrong choice.	P	0%	3%	9%	41%	47%	0%
			R	0%	1%	8%	37%	49%	4%
3	Own Your Story	Often tries to understand my perspective—even in situations where they have a strong opinion.	P	0%	1%	6%	54%	39%	0%
			R	0%	2%	7%	36%	51%	3%
4	Own Your Story	Seeks to understand how my background influences my thinking or actions.	P	2%	1%	15%	43%	39%	1%
			R	1%	4%	16%	33%	32%	13%
5	Own Your Story	Regularly seeks to learn from other people and experiences.	P	0%	0%	1%	26%	73%	0%
			R	0%	1%	5%	30%	58%	5%
6	Own Your Story	I have seen them reconsider their opinion when presented with new information on a topic, even if it contradicts what they previously believed.	P	0%	0%	2%	35%	63%	0%
			R	0%	2%	9%	34%	47%	8%
7	Listen to Build Trust	Asks clarifying questions when listening to me to make sure they understand what I mean to say.	P	0%	1%	8%	41%	50%	0%
			R	0%	1%	10%	31%	56%	1%
8	Listen to Build Trust	When talking with me, they give me their full attention and do not seem to get distracted by other things.	P	0%	2%	21%	50%	27%	0%
			R	0%	1%	4%	24%	70%	0%
9	Listen to Build Trust	Keeps the commitments they make to me.	P	0%	0%	4%	32%	64%	0%
			R	0%	1%	6%	22%	69%	2%
10	Listen to Build Trust	Listens without interrupting—allowing me to finish my thought before responding.	P	0%	5%	27%	51%	17%	0%
			R	1%	1%	6%	26%	66%	0%
11	Listen to Build Trust	Trusts me and shares honestly with me.	P	0%	0%	6%	36%	57%	0%
			R	1%	1%	5%	20%	71%	3%
12	Listen to Build Trust	Helps create an environment where I feel comfortable sharing my opinion even when it differs from the majority of the group.	P	0%	0%	7%	43%	48%	0%
			R	0%	1%	5%	24%	66%	3%

AP = Anonymity Protection (less than 5 responses)

Data Table

This table shows the spread of responses by percentage across each rating (1-5) for both Participants (P) and Reviewers (R). Reviewers' responses are in bold font.

Q#	Skill	Reviewer Question		1	2	3	4	5	DNK
13	Seek & Give Feedback Courageously	Invites me to share my views about their areas for improvement as well as their strengths.	P	1%	9%	25%	41%	24%	0%
			R	2%	6%	14%	29%	47%	2%
14	Seek & Give Feedback Courageously	Takes opportunities to affirm me when I have done something well.	P	0%	0%	9%	41%	50%	0%
			R	1%	2%	10%	28%	58%	3%
15	Seek & Give Feedback Courageously	Provides me with constructive feedback to help improve my performance.	P	0%	1%	18%	45%	35%	0%
			R	1%	4%	13%	30%	43%	8%
16	Seek & Give Feedback Courageously	Invites me to share my feedback even when I may have a different perspective than they do.	P	0%	4%	21%	48%	27%	0%
			R	0%	2%	6%	26%	64%	2%
17	Seek & Give Feedback Courageously	Takes action on feedback given to them.	P	0%	1%	5%	44%	50%	0%
			R	1%	1%	6%	27%	58%	7%
18	Seek & Give Feedback Courageously	Provides feedback that is timely and specific.	P	0%	2%	15%	57%	26%	0%
			R	1%	2%	8%	33%	51%	6%
19	Respect Individuality & Build Belonging	I feel they value my unique contribution as part of the team.	P	0%	1%	12%	42%	45%	0%
			R	0%	1%	6%	23%	67%	2%
20	Respect Individuality & Build Belonging	When interacting with them, I don't feel like I have to hide any aspects of my identity*.	P	1%	0%	3%	27%	62%	8%
			R	1%	1%	2%	14%	79%	3%
21	Respect Individuality & Build Belonging	Helps me feel like I belong and am a part of the team.	P	0%	1%	5%	41%	52%	0%
			R	0%	1%	3%	21%	71%	4%
22	Respect Individuality & Build Belonging	Creates a team environment where I feel safe sharing my ideas.	P	0%	0%	2%	29%	68%	0%
			R	1%	1%	4%	19%	72%	3%

AP = Anonymity Protection (less than 5 responses)

Data Table

This table shows the spread of responses by percentage across each rating (1-5) for both Participants (P) and Reviewers (R). Reviewers' responses are in bold font.

Q#	Skill	Reviewer Question		1	2	3	4	5	DNK
23	Hiring and Progression	Watches for bias* in themselves that doubts a person's qualifications because of an aspect of their identity**.	P	2%	3%	9%	38%	43%	4%
			R	4%	2%	7%	24%	35%	28%
24	Hiring and Progression	I feel I am provided equal opportunities compared to everyone else on my team.	P	1%	0%	2%	29%	67%	1%
			R	1%	1%	4%	17%	78%	1%
25	Hiring and Progression	Looks for ways to support me in progressing in my career.	P	0%	1%	11%	37%	51%	0%
			R	2%	3%	10%	23%	48%	14%
26	Hiring and Progression	Advocates for people, even when they are not present.	P	1%	1%	9%	45%	44%	0%
			R	1%	1%	6%	29%	56%	7%
27	Transform the Way You Lead Inclusively	Often shares with the team the things they are learning about how to better include and understand people who are different from them.	P	0%	4%	23%	55%	18%	0%
			R	1%	3%	12%	32%	40%	12%
28	Transform the Way You Lead Inclusively	In the past 3 months, I have seen them actively seek to learn more about aspects of identity* when encountering one they don't understand.	P	1%	2%	22%	43%	24%	9%
			R	0%	2%	9%	20%	29%	39%
29	Transform the Way You Lead Inclusively	In the past three months, they have contributed to making our team more inclusive.	P	0%	0%	13%	53%	34%	1%
			R	0%	1%	7%	27%	51%	14%
30	Transform the Way You Lead Inclusively	Regularly considers how they can be more inclusive with internal and/or external customers.	P	0%	0%	13%	44%	43%	0%
			R	0%	1%	7%	31%	43%	17%
31	Transform the Way You Lead Inclusively	I notice that they actively participate in building the company's inclusive culture.	P	0%	1%	10%	40%	49%	0%
			R	0%	1%	5%	25%	60%	8%

AP = Anonymity Protection (less than 5 responses)

Strengths | Top 10

These are the groups' top 10 behaviors based on Reviewers' average rating.

Rank	Skill	Question	Reviewer Avg	Participant Avg
1	Respect Individuality & Build Belonging	My colleagues do not feel the need to hide any aspect of their identity* while interacting with me.	4.7	4.6
2	Respect Individuality & Build Belonging	I am intentional about helping to create a team environment where people feel safe sharing their ideas.	4.7	4.6
3	Hiring and Progression	I feel like I provide equal opportunities for everyone on my team.	4.7	4.6
4	Respect Individuality & Build Belonging	I find ways to help others feel like they belong and are a part of the team.	4.7	4.5
5	Listen to Build Trust	I keep the commitments I make to colleagues.	4.6	4.6
6	Listen to Build Trust	I trust my colleagues enough to share honestly with them.	4.6	4.5
7	Listen to Build Trust	I am intentional about creating an environment where opinions and ideas that differ from the majority of the group can be shared.	4.6	4.4
8	Transform the Way You Lead Inclusively	I actively participate in building the company's inclusive culture.	4.6	4.4
9	Respect Individuality & Build Belonging	I regularly acknowledge the unique contributions of my colleagues.	4.6	4.3
10	Listen to Build Trust	When I'm speaking with colleagues, I give them my full attention and do not get distracted by other things such as thinking about how I am going to respond.	4.6	4.0

Opportunities for Growth | Top 10

These are the groups' 10 lowest behaviors based on Reviewers' average rating.

Rank	Skill	Question	Reviewer Avg	Participant Avg
1	Seek & Give Feedback Courageously	I invite colleagues to share their views about my areas for improvement as well as my strengths.	4.1	3.8
2	Own Your Story	I often wonder how peoples' personal backgrounds influence their thinking or behavior.	4.1	4.2
3	Transform the Way You Lead Inclusively	I often share with my team the things I am learning about how to better include and understand people who are different from me.	4.2	3.9
4	Transform the Way You Lead Inclusively	In the past 3 months, I have actively sought to learn more about aspects of identity* when encountering one I don't understand.	4.2	4.0
5	Seek & Give Feedback Courageously	I provide my colleagues with constructive feedback when it could help improve their performance.	4.2	4.1
6	Hiring and Progression	I watch for bias* in myself that doubts a colleague's qualifications because of an aspect of their identity**.	4.2	4.2
7	Hiring and Progression	I look for ways I can support my colleagues in progressing in their careers.	4.3	4.4
8	Own Your Story	I am aware of the way my personal values shape the way I interact with those around me.	4.3	4.5
9	Seek & Give Feedback Courageously	I deliver feedback that is timely and specific.	4.4	4.1
10	Own Your Story	In most situations, there is no perfect right or wrong choice.	4.4	4.3

About the *Levels of Engagement Map*

The Levels of Engagement are framed within our *5 Stages of Inclusive Leaders* (Disengaging, Engaging, Practicing, Activating, Influencing). Below is a visual of the 5 Stages showing each Stage's definition and key question. On the following pages are descriptions for what it might look like to be at each Stage as either a people-manager or an individual contributor, for each Skill.

This is a competency model that can help you reflect on which descriptions most accurately reflect your behaviors at this time; also, it can help you think about what you can learn or practice to move to the next Stage and continue to grow in your ability to lead inclusively.



Own Your Story

	<i>People-Manager</i>	<i>Individual Contributor</i>
<i>Disengaging</i>	<p>Stories and identity are very personal things that shouldn't affect how I show up to work or how I lead my team. I don't want to pry into other people's personal lives. And I don't see how it would positively impact my team.</p>	<p>Stories and identity are very personal things that shouldn't affect how I show up to work. I don't want to pry into other people's personal lives. And I'm not sure how it will positively impact my working relationships.</p>
<i>Engaging</i>	<p>It's amazing how differently people sometimes view the same situation. Maybe this is influenced by our history or aspects of our identity—but in the end, work should be a place where people from all backgrounds and identities are treated equally. I'd prefer to focus on our similarities rather than our differences.</p>	<p>It's amazing how differently people sometimes view the same situation. Maybe this is influenced by our history or aspects of our identity—but in the end, work should be a place where people are treated equally no matter their background or identity. I'd prefer to focus on our similarities rather than our differences.</p>
<i>Practicing</i>	<p>I've begun to realize that the things I was taught when I was younger, and the experiences I've had throughout my life, shape the way I think about the world and the people in it. I am practicing different ways to talk about my experiences and asking questions to better understand the experience of others. Though I have seen mixed results, overall, these conversations have been helpful to build trust and belonging on my team.</p>	<p>I've begun to realize that the things I was taught when I was younger, and the experiences I've had throughout my life, shape the way I think about the world and the people in it. I am practicing different ways to talk about my experiences and asking questions to better understand the experience of others. This goes a long way in improving communication and making my working relationships more productive.</p>
<i>Activating</i>	<p>I realize that our stories, and how we relate to them, play a critical role in our experience of the world around us. That lived experience informs how we show up, and interact with others, within the workplace. I'm actively seeking—through the media I consume and the conversations I have—to better understand people with different lived experiences than my own. The resource/affinity groups in my organization are especially important to me and I do my best to connect and amplify these voices to my team. I share my learning with others, and I am actively working on improving how I work with those around me.</p>	<p>I realize that our identities play a strong role in our lived experience, and that our lived experience informs how we show up, and interact with others, within the workplace. I'm actively seeking—through the media I consume and the conversations I have—to better understand people with different lived experiences than my own. I am seen by my peers as someone who sees the value in adding different perspectives to the work that we do.</p>
<i>Influencing</i>	<p>As an organization it is important that we intentionally create space for different stories to be shared and heard. I am actively looking for, and participating in, ways to make this possible not only on my team, but within our organization. I am also reflecting on how certain policies and practices may unintentionally (or intentionally) exclude certain groups, or silence some stories while amplifying others. I see and speak about inclusion as imperative to innovation, growth, and our mutual success.</p>	<p>As an organization it is important that we intentionally create space for different identities and stories to be shared and heard. I am actively looking for ways to help make this possible not only on my team, but within our organization as a whole. I'm also reflecting on how certain policies and practices may exclude certain stories or reinforce others and talking about this with my manager and peers.</p>

Listen to Build Trust

	<i>People-Manager</i>	<i>Individual Contributor</i>
<i>Disengaging</i>	Everyone has the opportunity to share their ideas if they want to. When I have something to contribute, I say it, and I expect others to do the same.	Everyone has the opportunity to share their ideas if they want to. When I have something to contribute, I say it, and others should do the same.
<i>Engaging</i>	I recognize that listening is valuable and that good listening leads to trust. I am sure we can all be better listeners, but I don't think it is the primary thing affecting my team's trust. Still, any improvement within a team is helpful, I'd be interested in hearing more, and seeing what kinds of things I could test out with my team.	I recognize that listening is valuable and that good listening leads to trust. I am sure I could be a better listener, but I do not think it is interfering with my peer's trust in me. I pay attention to what my manager says because that impacts my job.
<i>Practicing</i>	I understand the important connection between listening and trust, and how those two factors are instrumental to our collective success. I realize that intentionally listening for understanding means I need to talk less, ask clarifying questions, and paraphrase what I have heard to make sure others really feel heard. I also need to be aware of, and monitor my own distractedness. I am beginning to notice the good and bad listening behaviors within my team and how we need to improve.	I realize that intentionally listening for understanding means I need to talk less, ask clarifying questions, and paraphrase what I have heard to make sure the other person really feels heard. However, I only remember to do this some of the time.
<i>Activating</i>	I regularly ask clarifying questions and paraphrase what I have heard to make sure others feel heard. I am also helping my team re-balance our talking and listening, so everyone speaks and everyone is heard. I consider how various aspects of identity may have an impact on how people build trust and listen/feel heard. I help others around me understand the importance of practicing good listening and I've got the team talking about ways we can grow our trust in one another.	I regularly ask clarifying questions and paraphrase what I have heard to make sure others feel heard. When working on teams I am mindful of who is and isn't speaking. I often take a role in trying to re-balance our talking and listening, so that everyone has a chance to speak and be heard. I consider how various aspects of identity may have an impact on how people build trust and listen/feel heard.
<i>Influencing</i>	Members of my team and other colleagues I work with would name me as someone who they feel really hears what they mean to say. My team has developed a safe environment where varied and differing perspectives can be voiced and heard. These perspectives are valued, as they are critical to our decision-making and success. I am actively considering how I can influence the building of trust and the development of better listening throughout our organization.	My colleagues would name me as someone who they feel really hears what they mean to say. When I am part of a team, I advocate for practices that will help create a safe environment where varied and differing perspectives can be voiced and heard. I am actively considering how I can influence the building of trust and the development of listening throughout our part of the organization.

Seek & Give Feedback Courageously

	<i>People-Manager</i>	<i>Individual Contributor</i>
<i>Disengaging</i>	I rarely seek out feedback from my direct reports—if they have something to share, they know that I am available. I generally know the right thing to do and do not feel that I need others' input. When I do give feedback, it is often corrective.	I rarely seek out feedback from my colleagues—if they have something to share, they know that I am available. I generally know the right thing to do and do not feel that I need others' input. When I do give feedback, it is often related to fixing a problem.
<i>Engaging</i>	I know that I have room to grow when it comes to giving and receiving feedback. I try to accept feedback when others provide it, but I rarely seek it out. When I give feedback, I worry how it will be received and usually only give it when asked.	I know that I have room to grow when it comes to giving and receiving feedback. I try to accept feedback when others provide it, but I rarely seek it out. When I give feedback, I worry how it will be received and usually only give it when asked.
<i>Practicing</i>	I am practicing various ways to seek and give feedback well. I am aware of the value that comes from different points of view and I try to ask for them. I am most comfortable asking for and giving feedback to people whom I relate to.	I am practicing various ways to seek and give feedback well. I am aware of the value that comes from different points of view and I try to ask for them. I am more comfortable asking and giving feedback to people whom I relate to.
<i>Activating</i>	I actively seek out and give feedback because I am aware of the ways in which it can help me lead more effectively—especially when it comes from people who have a different perspective/experience than my own. I change the delivery and timing of my feedback based on the individual styles of my direct reports. I am helping implement practices on my team for everyone to get better at engaging in giving, receiving, and applying the feedback they receive.	I actively seek out and give feedback because I am aware of the ways in which it can help me do my work more effectively—especially when it is from people who have a different perspective/experience than my own. I change the delivery and timing of my feedback based on the individual styles of my colleagues. I am helping implement practices on my team for everyone to get better at it.
<i>Influencing</i>	My team is known as one in which feedback (both positive and constructive) fuels performance. We value and see differing perspectives as a way to improve ourselves, our products/services, and to develop greater resilience. I am often asked for advice on how to seek and give out feedback well and I am actively engaged in changing our organization's culture around feedback.	My team is known as one in which feedback (both positive and negative) fuels performance. We know that including different perspectives—especially perspectives which differ from the majority—is valuable in helping us do our best work. I often find myself supporting others as they learn to give and receive feedback well.

Respect Individuality & Build Belonging

	<i>People-Manager</i>	<i>Individual Contributor</i>
<i>Disengaging</i>	Diversity seems to divide people, so I focus more on what we have in common. This is the best way to build a high-performing team.	Diversity seems to divide people, so I focus more on what we have in common. This is the best way to work effectively as a team.
<i>Engaging</i>	I feel pressure to really integrate diversity and inclusion into the way I lead; I expect this learning to be mostly a good thing, but sometimes I struggle to see the business case for making this a priority within my regular workday.	I feel pressure to really integrate diversity into the way I collaborate; I expect this learning to be mostly a good thing, but sometimes struggle to see the business case or to have the time for making this a priority within my regular workday.
<i>Practicing</i>	I am learning from my direct reports about what respect looks like to them as individuals and applying it based on the support they need. Navigating difference and addressing diversity can bring challenges to a team—but over time, I know and have experienced that the benefits to the team's performance far outweigh the costs. I see by fostering a respect for individuality as a habit, it is embedded into my daily activities and not a separate item. By setting time aside for this, it is becoming how I operate and I see huge returns in understanding others' perspectives.	I am learning from my colleagues about what respect look like to them as individuals and applying it based on the support they need. Navigating difference and addressing diversity can bring challenges to a team—but over time, I know and have experienced that the benefits to the team's performance far outweigh the costs. I see by fostering a respect for individuality as a habit, it is embedded into my daily activities and not a separate item. By setting time aside for this, it is becoming how I operate and I see huge returns in understanding others' perspectives.
<i>Activating</i>	I am exploring and talking about diversity and inclusion in my leadership work and across my life. I prioritize taking the time to get to know each person on my team, and am adapting my leadership style to what engages them best. My team is actively working to create a space where people feel like they can both belong and be their unique selves. I regularly consider how I can share my learning in this area with my manager, my peers, and others in my organization.	I am exploring and talking about diversity and inclusion in my work and across my life. I make an effort to get to know each person on my team, and to learn how to collaborate with them best. My team is actively working to create a space where people feel like they can both belong and be their unique selves. I regularly consider how I can expand my learning in this area to engage more productively with my manager, my peers, and across the organization.
<i>Influencing</i>	Colleagues who differ from me (in areas such as gender, race/ethnicity, sexual orientation, etc.) trust me for my point of view as an inclusive leader. I am someone whom they would look to and name as an ally. My team is known for being a place where people are valued as individuals and can have their unique perspectives heard. As a result, our team out-performs others and has a reputation for inclusion. I regularly seek opportunities to influence others and help grow my organization's culture in this area.	Colleagues who differ from me (in areas such as gender, race/ethnicity, sexual orientation, etc.) trust me for my point of view as an inclusive leader. I am someone whom they would look to as an ally. I actively work to make teams I am on high-performing, as well as places where people feel they belong and get to bring their unique perspectives. I regularly take steps to influence my part of the organization in these areas.

Hiring and Progression

	<i>People-Manager</i>	<i>Individual Contributor</i>
<i>Disengaging</i>	I focus on the qualifications of candidates, and I don't really worry about their diversity. I assume that those with the most merit will rise to the top. It can be unfair to take diversity into account.	When a position needs to be filled, it is best to focus on the qualifications of candidates. Those with the most merit will rise to the top. It's unfair to take diversity into account or to lengthen the process attempting to get a mix of a certain type of people in the candidate pool.
<i>Engaging</i>	I need to learn how to play my part in hiring more inclusively, and not just rely on my HR partners to deliver diverse candidates. I recognize that I have biases, but am unsure about how they really affect my hiring practices.	As an IC I don't feel like I have a lot of power over who gets hired, or even how our hiring process works. I trust that the people involved are doing their part and that the best candidates are coming through the system. We can't hire people who don't apply—maybe there just isn't much diversity in the pool of candidates to begin with.
<i>Practicing</i>	I am building new skills to hire more inclusively, like writing job postings with equity in mind, and requiring diverse interviewer panels. I understand that we all have biases that can affect how we relate to a candidate and how we source them. I am testing out ways to account for these biases so they don't negatively impact our hiring.	I am building new perspectives on how to hire more inclusively, and recognize there are many places that bias can seep into the system. I am doing what I can to learn more about the process that my company uses. I am finding ways to influence people to make our processes more inclusive and less susceptible to bias.
<i>Activating</i>	I understand the bias and pressures around the diversity vs. merit tension, and I have a reputation for speaking up about this challenge. I have invited my team to give input into our hiring practices and set up ways to mitigate any bias, to make sure we hire the right person for the job and create the best mix of talent for our team.	I understand the bias and pressures around the diversity vs. merit tension, and I have a reputation for speaking up about this challenge. I have given input on our hiring practices and ways to mitigate any bias, to make sure we hire the right person for the job and create the best mix of talent for our team. I often support my manager in getting job postings out to a wider audience, and in thinking through how to include a diverse set of perspectives in the hiring process.
<i>Influencing</i>	I am working hard to identify and remove any bias that is built into the way we identify, interview, and select talent. I regularly share with my colleagues about how I do this and seek out their advice about how I could do this better. My team has become more diverse since I have been leading it. I actively seek ways to mitigate bias and hire inclusively across our organization.	I am working hard to help my team identify and remove any bias that is built into the way we identify, interview, and select talent. My manager respects me for the way I approach hiring inclusively and they often invite me to participate in the hiring process. My team has become more diverse since I have been contributing to our hiring practices.

Transform the Way You Lead Inclusively

	<i>People-Manager</i>	<i>Individual Contributor</i>
<i>Disengaging</i>	<p>Growing the company's culture is mostly a job for top executives, and my team has a lot on its plate already. We'll follow whatever practices the organization decides on.</p>	<p>The company's culture is basically set by those in top leadership. If we want to see true change happen it has to start there. Until then, there's not much I can do to have influence.</p>
<i>Engaging</i>	<p>I am seeing that there are some small ways that individuals and teams can help to shape a company's culture. I am still learning about the part I can play in this process and am hoping to try things out with my team as I learn more about my role in shaping culture.</p>	<p>I am seeing that there are some small ways that individuals and teams can help to shape a company's culture. We can especially play a role in how our smaller teams act with one another—even though it's hard to make much change here, when the larger organization isn't on board.</p>
<i>Practicing</i>	<p>Together, my team is learning how to build our own inclusive culture. Some things have worked well, others not as much. I am learning from others about ways they create an inclusive environment on their team to increase my own understanding and effectiveness as a leader. For me, there is both a lot of opportunity as well as room for growth in this space.</p>	<p>I have noticed that the way I interact with other colleagues as an individual can have a huge impact on my team and our environment. I make suggestions to my team about how we can build our own inclusive culture. I am beginning to learn from others in order to increase my own understanding and effectiveness as an ally.</p>
<i>Activating</i>	<p>My team is committed to diversity and inclusion and shows it by being active in employee resource groups, external events, and other D&I initiatives. I work hard to create a space for my team where each person can feel valued and heard. I am thinking about ways my team's practices can be more inclusive, and how we can influence the organization to do its own learning.</p>	<p>My team sees me as an integral part of creating a sense of belonging. I have done a lot of work on my own perspective and am sharing that with my colleagues to shape the team's culture. My managers see my influence and invite me to take part in team activities to share this learning.</p>
<i>Influencing</i>	<p>Other leaders look to my team as intentional culture growers; we are recognized as an advanced model for what inclusion at our company can look like. I am continuously learning new tips, tricks, and practices to make my leadership style and my team's culture more inclusive. I can already see how my learning around inclusion has significantly developed how I think as a leader.</p>	<p>The work I have done to transform my team's culture is noticed within my organization and I am being asked to engage in larger initiatives. I feel empowered to talk and influence those senior to me to help them transform our culture. With humility, I am able to leverage my experiences to make people of all identities feel included in the culture we are creating.</p>