



Leadership and Career Development Advisory Committee (LCD AC)

Recommendations on FAA Succession Planning

February 14, 2012



Recommendations on FAA Succession Planning

"The best leaders promote people into leadership based on leadership potential, not on politics, seniority, credentials, or convenience."

- John C. Maxwell

We, the principals of our respective organizations, present this letter to express our support for the establishment of a comprehensive and strategic succession planning program within the Federal Aviation Administration (FAA). We believe that succession planning done correctly becomes a powerful agent for organizational transformation and provides a framework for the stability and future sustainability of the Agency's leadership.

Leading organizations across all sectors approach succession planning as an integrated process. They go beyond focusing on replacing individuals to engage in strengthening and developing leadership talent at all levels of the organization.

We believe that a quality succession planning program must be based on these guiding principles:

Human Dignity: The intrinsic worth that is inherent in every human being.

Informed Consent: The right and responsibility of every competent individual to advance his or her own welfare.

Justice: The sense that all are treated equitably and fairly.

Integrity: The certainty that our actions match our words.

Diversity: The value of dissimilar thought, backgrounds, and beliefs.

Common Good: The conviction that leaders are compelled to service to their country, their fellow man, and their fellow employees.

Cultural Imperative: The promise of FAA leaders to be actively committed to and involved in the process.

Equal Opportunity: The reality that equal access and availability exists for all through Agency-wide propagation and participation.

The implementation of diverse, inclusive, and integrated talent management processes will result in the following desired outcomes:

- a highly qualified and competent leadership team,
- production of healthy candidates pools at every level in the organization,
- an improved workplace climate where people want to come to work,
- increased employee engagement and productivity,
- a workplace that enables employees to reach their full potential,
- a management team that reflects the diversity of the nation,
- integration across technological and performance platforms,
- the achievement of the Destination 2025 Workplace of Choice Outcome, and
- alignment with the Government-Wide Diversity Inclusion Initiative and Strategic Plan (Executive Order 13583), and all applicable affirmative action laws.

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We submit the following recommendations under the specified headings:

Succession Planning

This area is a critical need for the FAA that serves as the primary focus for our overall recommendations. The goal of succession planning is to identify diverse and inclusive pools of qualified, high potential employees who are ready to assume positions of greater responsibility, and who have expressed their interest in career advancement. Succession planning pools should be defined broadly, addressing positions at all levels of the organization and across all organizational functions. Further, succession planning processes, procedures, and criteria should be clear, easy to understand, accessible, and transparent to employees. Finally, FAA managers and organization leadership should leverage succession planning pools when addressing their talent needs. Through comprehensive, centralized succession planning, FAA will realize substantial business and operational benefits driven by a highly motivated, highly skilled, diverse, and inclusive workforce.

Career Progression

We recommend the establishment of an FAA Career Progression Plan to clearly identify typical career paths that promote inclusive and diverse career advancement across our workforce. The career progression plan should provide employees with information, tools, and resources to assist them in planning for the individual development that helps them reach their career goals and fullest potential. Career progression should inform selection of appropriate employee development activities and should also complement succession planning by promoting employee awareness of the career paths and opportunities available to them. Corporate mentorship and career coaching initiatives are keys to the success of the career progression program. Further, career progression supports employee selection by offering employees meaningful developmental recommendations that, if followed, should in turn help them more effectively compete for the positions to which they aspire. Finally, career progression assists the selection and rating officials with a means of determining appropriate experience paths of individual candidates.

Employee Development

We recommend defining a comprehensive Leadership Development Plan and Leadership Philosophy to ensure that appropriate, clear, and consistent leadership values and behaviors drive the organization's success. Leadership competencies should be the foundation for how leaders are identified, assessed, selected, developed, and engaged. Transparent criteria and selection processes must be implemented and shared for all employee development programs, so a consistent, aligned vision and approach to FAA leadership development and talent management will emerge.

Development needs, tools, and curriculum will be identified, prioritized, and fulfilled to make the best use of finite resources. Managers must be trained to become effective mentors and coaches, to serve as key internal support. Employee development programs, opportunities (including details), and initiatives feed the other quadrants of the talent management model by ensuring employees have the skills they need to meet their individual goals and the need for organizational change.

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Emerging leaders demonstrate development through action, involvement, and engagement in a variety of ways, both inside and outside of normal duty assignments. For example, development opportunities exist in civic, religious, community, and professional organizations. Regardless of derivation, the leader's ultimate potential will be manifested by results.

Selection

We require identification and elimination of potential barriers and discriminatory practices, if any, hindering the selection processes for hiring, promotion, and development programs in the FAA, to ensure that they are equally accessible and reflect the diversity of the nation. Any efforts to target particular candidates and limit competition should be eliminated.

We recommend creation of transparent and inclusive processes for selection of detail participants and new Agency employees. Additionally, we recommend establishment of diverse selection panels for key agency positions.

A full barrier analysis must be conducted and communicated widely with a quarterly report and a proposed course of action on completion. It is essential that the program is aligned with a strong merit and diversity strategy and strongly supports the goal of expanding diversity and inclusion at all levels of the FAA.

Accountability

We recommend incorporating inclusion and diversity language in Executive Performance Management Plans and Management Performance Plans, and ensuring outcomes align with the Office of Personnel Management Diversity and Inclusion Strategic Plan.

Periodic Evaluation

A program deployment plan should communicate and mandate the need for frequent evaluation from a variety of sources and perspectives, including participants, selecting officials, program managers, executives, and other stakeholders. Evaluation and subsequent program revisions should employ qualitative and quantitative measures to ensure that the succession management processes are on track and should occur frequently and consistently, on at least an annual basis.

Sustainability

In order for this effort to become effective, it must be sustained over a sufficient and significant period of time. This is necessary to ensure adequate penetration of training and philosophy, and to realize the expected impact to the leadership culture. It is essential that the philosophy become ingrained at every level from our organizational vision, to our budgeting processes, to our performance expectations.

Costs must be effectively managed and organizational fulcrums must be leveraged when possible. To do this, the FAA should focus on eliminating redundant and competitive succession planning ventures within the Agency.

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In an effort to secure the success of this program, we, the undersigned, respectfully submit this document on behalf of our respective organizations:



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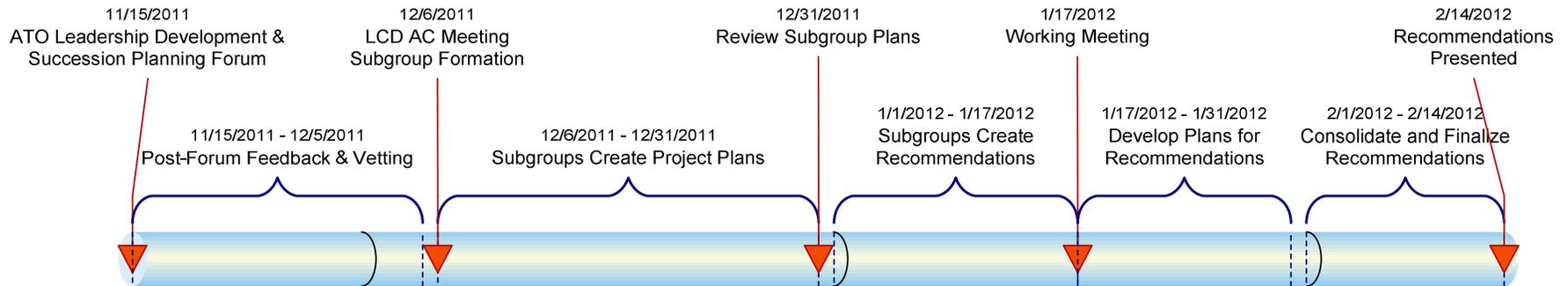
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Initiative numbers are for reference purposes only and are not indicative of overall priority.



Appendix 1: LCD AC Recommendations Project Timeline



CHARGE –

Address Issues:

- No established succession planning program/process or a career progression plan to promote inclusive/diverse career development
- Selection processes for hiring, promoting and development programs/opportunities are deficient and do not promote inclusiveness/diversity
- Developmental opportunities have critical gaps

Dec-11

SUBGROUPS --

Career Progression:

Identify a clear career progression process/plan to promote inclusive and diverse career development. Articulate what employees can do to self-develop, seek career paths, and access resources. Promote mentoring to supplement formal programs and structured activities.

Employee Development:

Create an employee pool that is prepared, developed, and ready to move to the next level, take on the next challenge, or accept the next opportunity through building interpersonal, communication and leadership skills.

Selection:

Identify and eliminate potential barriers and discriminatory practices, if any, that hinder the selection processes for hiring, promotion and development programs which will promote opportunities for inclusiveness/diversity in the ATO.

Succession Planning:

Identify pools of candidates who have demonstrated performance, attained work goals, achieved self-development, and expressed interest in advancement in certain opportunity areas.

Jan-12

Initiatives (Draft)--

Feb-12

- Develop a succession plan
- Develop a selection process (to include selection panels) for key agency employee development programs
- Train agency and management officials
- Develop assessment tools and processes
- Conduct an evaluation and gap analysis of employee development programs and processes
- Define process for and promote use of IDPs
- Create/evaluate other employee development opportunities
- Launch a career progression plan
- Develop and implement self-service career tools
- Create a career counseling program
- Create a corporate mentorship program
- Create a diverse and inclusive process for selecting detail participants
- Create selection panels for managerial, executive, and key agency positions
- Conduct a barrier analysis for all key FAA occupations
- Ensure a diverse and inclusive process for new employee selection
- Finding and utilizing the best talent
- Include diversity and inclusion in the performance management plan
- Review HR hiring policies
- Reissue COO Diversity Outreach Support Policy memorandum

Our recommendations for diverse, inclusive, and integrated talent management processes will result in:

- The achievement of Destination 2025 Workplace of Choice Outcome.
- A workforce that reflects the diversity of the nation.
- A diverse talent pool ready to step into leadership positions.
- Increased employee engagement.
- An improved workplace climate where people want to come to work.
- Employees reaching their full potential.

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Appendix 2: Expected Outcomes

The LCD AC has outlined the following requirements for individual recommendations to be shared with the program management offices that are assigned to implement the overall LCD AC recommendation. The initiatives correspond with ATO talent management focus areas.



Outcomes:

If fully implemented, the recommendation of the LCD AC is expected to achieve the following outcomes:

Employee Outcomes

- Employees are equipped with the information, tools and resources necessary to understand their individual strengths; and are able to leverage developmental and career opportunities available to them allowing those interested to be prepared to assume positions of greater responsibility.
- Employees are aware of the requirements for entry, the expectations of participants, and the anticipated outcomes of, and are able to self-identify interest in and application to, talent management programs and initiatives.
- Talent management programs and initiatives are equally accessible to qualified employees who then have the ability to apply directly to key developmental programs.

Organizational Outcomes

- Criteria and processes for selection and participation in talent management programs and initiatives are clearly defined, shared openly, and promote and reflect the diversity of the nation.
- Diverse representation on selection panels, in key agency development programs, in talent pools and detail assignments leading to improved diversity in managerial and leadership roles.
- Any artificial barriers to developmental opportunities and bidding have been identified and eliminated.
- Managers easily access and leverage succession planning pools to address their talent needs.
- Managers are better able to help their employees develop while maintaining current and future operational efficiency.
- An organizational learning culture that supports development no matter where an employee is in the Agency.
- A work culture and environment that facilitates learning in key developmental and competency areas.
- Leadership is better able to identify and prioritize training and development needs across the agency and to maximize development outcomes given finite resources.
- An active governance process is in place to ensure accountability for diversity and inclusion.
- A review process for engaging SMEs in the design, development and evaluation of learning products has been established.

1. Develop a succession plan to include pools for positions at all levels



Project Outcomes:

- Established pools exist for all managerial levels of the organization
- Diverse, cross-functional panels facilitate selection into pools, with documentation of qualification standards for panelists.
- Panel selection criteria are well-publicized; effective training provided to panelists; and panel oversight teams review potential panel members.
- A feedback process for non-selectees exists.
- An employee assessment process provides employees, managers and review panels data to facilitate agency succession planning.
- An electronic system facilitates administration of the succession planning process.
- Agency succession planning improves employee readiness to assume positions of greater responsibility over time.
- Succession planning pools are equally accessible to all interested and qualified employees who wish to move through the organization.

Recommended Tasks:

- Identify and dedicate resources to support administration of an ATO/FAA succession planning program.
- Establish a process for defining succession planning pools (i.e., define the positions that are included in specific pools).
- Develop criteria for employee selection into pools that takes into consideration:
 - Maximizing the employees' ability to self-identify by allowing direct access to the project management office.
 - Geographic mobility.
 - Clearly defined qualifications.
 - Leadership experience.
- Establish diverse, cross-functional review panel(s) to facilitate selection of employees to be placed in a succession plan.
 - Develop and document qualifications standards and panel selection criteria to ensure diversity of selection panel members.
 - Establish expectations and training for panelists.
- Establish panel oversight teams to review potential and current panel members.
- Establish feedback process for non-selectees.
- Establish an employee assessment process that provides employees, managers, and review panel with data to facilitate agency succession planning.
- Establish online information technology systems that facilitate administration of succession planning processes.

Suggested Metrics:

- Specific metrics should be developed with, and regularly reported to the LCD AC to ensure that pools meet the short- and long-term needs of the ATO and FAA, are accessible to managers, used widely, and composed of qualified employees ready to move to the next level.

2. Develop and launch a career progression plan



Project Outcomes:

- Career progression offers a “bottom up” view of career planning and career development driven by an employee’s interest and initiative regarding their career advancement.
- Employees are equipped with information, tools, and resources to manage their careers and are able to articulate and ready to achieve their career goals.
 - Employees clearly understand the specific knowledge, skills, experiences, and training that facilitate their own progress towards pursuit of specific career paths.
 - Employees have access to assessments and feedback to better understand their own strengths and areas for development.
 - Employees understand their strengths and skills and how moving through a career progression process supports their own career advancement and are therefore more confident and motivated in making the necessary changes to achieve their goals.
- Managers are able to advise and guide employees as they pursue career development and advancement.
- Managers with position vacancies and/or detail assignment opportunities leverage employees following career progression paths to address talent needs.
- Career progression complements agency succession planning, employee development, and employee selection processes.
- Pay and related barriers that may inhibit employee career movement have been mitigated.

Recommended Tasks:

- Establish an agency career progression planning program office; identify resources to administer an agency career progression planning process.
- Establish a process for defining career paths.
 - Established at all levels of the organization (i.e. non-supervisory, supervisory, managerial, and executive levels).
 - Defined for specific positions, job categories, and/or series.
 - Plain language job descriptions should be developed for each position referenced by a career path.
 - Career path knowledge, skill, experience, and training recommendations should be informed by subject matter experts familiar with the positions that make-up each path.
- Review and evaluate existing ATO career progression planning materials against project requirements.
- Identify and document agency and external information, tools, and resources that support employee career progression.
- Establish an employee assessment process that provides employees and managers data to facilitate agency career planning.
- Establish online information technology systems that facilitate administration of agency career progression planning processes.

Suggested Metrics:

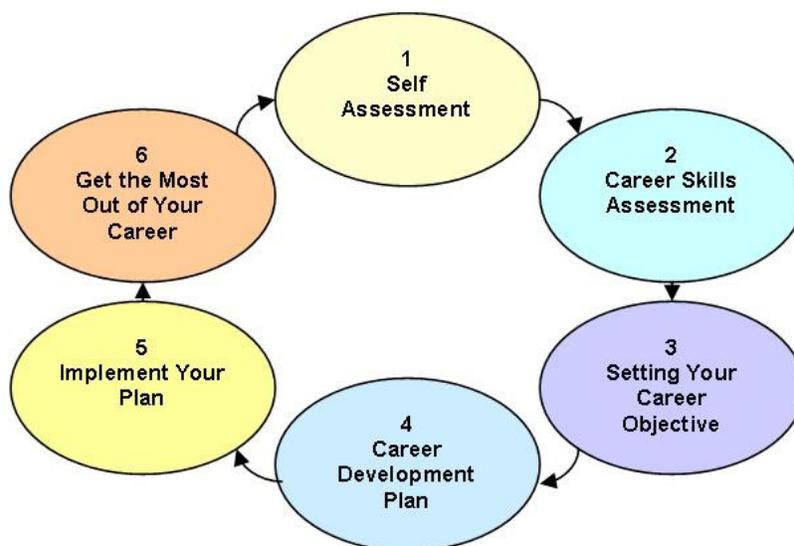
- Specific metrics should be developed with, and regularly reported to the LCD AC to ensure that high quality, relevant career paths are defined for all FAA employees; workforce trends are able to be tied to career development; and satisfaction and participation rates are high.

Develop and launch a career progression plan: Proposed Program Model



Career Plan – 2012 “The ladder of success is best climbed by stepping on the rungs of opportunity” Ayn Rand

By taking the opportunity to develop future career plans, employees would be well on their way to job satisfaction and success.



- **Self-Assessment.** Discover their desires and passions. A question could be asked: What would you do if money were no object? This may support an employee if he/she does not know exactly what they want to do. If so, move on to the next step.
- **Career Skill Assessment.** This sounds similar to the self-assessment, but rather than focusing on your personality and interests, career skill assessments focus on your core job strengths and weaknesses.
- **Setting Your Career Objective.** Now that you understand your personality, interests, skills and strengths, it's time to make a decision!
- **Career Development Plan.** The nuts and bolts of planning your career development process. Set goals and timelines based on your career objective.
- **Implement Career Development Plan.** It's action time! If your plan involves a career change, use the navigation bar on the left to help you through your career search, resume, cover letter and job interview questions.

Get the Most Out of your Career. To get the most out of your new career, planning strategies and learning skills will help you get to the next level. By planning your career development process, you're well on your way to your perfect career. Knowing your strengths and skills, along with having a plan, will give you the confidence and motivation you need to make a positive change.

3. Develop and implement self-service career tools



Project Outcomes:

- Employees are better able to navigate in a complex organization and understand how moving through a career progression process translates into actual positions if that is what they desire.
- A self-service one-stop location where employees can identify and apply to programs and access information is equally accessible to all interested employees electronically or in other forms.
- Employees are equipped with information, tools, and resources to manage their careers and are able to articulate their career goals.

Recommended Tasks:

- Determine scope and process/tool owner.
- Identify employee self-service needs.
- Identify necessary career tools.
- Develop content.
- Identify and implement appropriate interfaces.
- Establish process and criteria for periodic review of tools.
- Development assessment processes and tools.
- Identify references to other (both internal and external) resources.
- Link identified training/developmental opportunities to appropriate places (e.g., eLMS).

Suggested Metrics:

- Specific metrics should be developed with, and regularly reported to the LCD AC to ensure that tools are understood, used, and valid.

4. Create a career counseling program



Project Outcomes:

- Employees have equal access to a human resource who can help them to:
 - Understand how moving through a career progression process translates into career advancement if that is what they desire.
 - Better navigate in a complex organization.
 - Be informed about various resources available, including mentoring opportunities, competencies and skill sets needed to advance, and other career options.
 - Evaluate their career choices and develop a career plan.
 - Establish a one stop location (Help-line) where employees would receive information regarding career information.
- Employees are equipped with information, tools, and resources to manage their careers and are able to articulate their career goals.

Recommended Tasks:

- Determine scope and program owner.
- Develop and launch a career counseling program, which may include:
 - Establish an office within each facility (Inspirational posters, pamphlets regarding career choices and other material).
 - Appoint several professional career counselors to help individuals make career choices and advance their career development.
 - Provide career assessment and exploration to help employees define their career interests, skills, and personality; learn about today's career opportunities; and make a match between the two.
 - Develop pamphlets on "how tos" (write a resume; IDP Plan, etc).
 - Create a database tool to help employees navigate their career options.
 - Provide follow-up sessions to discuss the process for success.
 - Establish feedback process of services that employee received.
 - Provide group meetings with special guests (i.e. Management, Admin) to help new employees understand the agency.
 - Lunch and learn sessions with guest speakers to talk about promoting yourself, developing a professional portfolio, resume writing, communication, conducting a job search, interviewing skills, etc.
 - Career Counseling Website that:
 - Provides information about career pathing, training, mentorship/developmental programs/detail/employment/and shadow opportunities.
 - Provides a link to the EA's website.
 - Incorporates a database with position descriptions occupations and expertise the agency requires from the applicants.
 - Includes information on external volunteer events to help employee engagement and networking amongst.
 - Incorporate a FAQ section and a Live Chat to ensure the highest level of customer service.

Suggested Metrics:

- Specific metrics should be developed with, and regularly reported to the LCD AC to ensure that career counseling services are widely accessible, utilized and drive employee career success.

5. Implement a corporate mentorship program



Project Outcomes:

- A mentor program, embraced by management, which engages employees to drive their own career success.
- Access to quality mentors across all locations and lines of business.
- Interested employees are familiar with and have easy and equitable access to the mentor program.
- Having performed successfully as a mentor is included as criteria for selection into middle management as an incentive to manager to make it worthwhile.

Recommended Tasks:

- Review of history of mentoring program established by TWO/PWC and those implemented in HR to develop an understanding of what has been attempted, what worked, and what didn't.
- Develop mentor program that drives toward engaging employees to drive their own career success.
 - Define role of mentor and criteria for mentor selection.
 - Develop transparent criteria for matching mentors to mentees, including: geographic, LOB/Agency, job type, other factors.
 - Develop and launch training program for potential mentors.
 - Identify and develop platform for matching mentors and mentees.
 - Identify platform and/or technology to facilitate mentor/mentee relationships.
 - Develop a centralized data repository system for participants to retrieve information.
 - Develop feedback mechanism for all involved parties.
 - Identify role of supervisor/manager in mentor/mentee relationship
 - Identify crossover potential with other proposed recommendations. Including: role of mentor in IDP creation, identifying/recommending development programs, and other applicable areas.
- Identify pilot group (among ATO/FAA/DOT) and launch mentoring program.
- Develop and launch communication plan that reaches out to all potential participants and provides clear understanding of how to access the program and the benefits of involvement.
- Identify staff to manage the mentor program.

Suggested Metrics:

- Specific metrics should be developed with, and regularly reported to the LCD AC to ensure that the mentorship program meets the needs that are defined.

Implement a corporate mentorship program: Proposed Program Model



In the original TWO/PWC Mentor Partnership, the employee organizations wanted to work in partnership with the FAA in providing employees with opportunities to obtain the right tools and training to help achieve the FAA's Flight Plan goals of Organizational Excellence and Increased System Efficiency.

We recognized the need for viable and a workable program in the field and a much needed tool for people to feel in control of their own career's and the outcome of those decisions they made toward their career, while feeling valued as an employee.

- The goal is to increase employee development opportunities throughout the FAA.
- The mentor partnership is a one-on-one mentor/mentee relationship with a coach. A Mentoring Team should develop an action plan for how they are going to proceed throughout the next nine/twelve month period. The Oversight Workgroup Member or Coach should facilitate this discussion and move it toward definable actions chosen by the Mentee – it must be the Mentee's actions and commitments.
- It may take several meetings, phone calls, and/or emails before a final plan of action (strategic plan) is developed and agreed upon.
- Use technology to enhance the mentor/mentee meetings, ie: iPads, allowing Skype on work computers, other avenues of technology out in the market.
- This strategic planning should culminate in an Individual Development Plan for the Mentee. Timelines and due dates should be set and followed up on.

Program structure would include:

- Mentoring teams will be assigned to work with a specific Oversight Workgroup Member (coach). These two parties will meet and/or communicate independently, on an "as needed" basis, to accomplish program goals.
- Mentoring teams will submit a monthly status report to their Oversight Workgroup Member (coach).
- Mentee must develop an Individual Development Plan (IDP) and accomplish at least one IDP objective before completion of the program.
- Mentoring teams (mentee and mentor) should plan to participate in as many learning opportunities as possible.
- Mentoring teams must submit a final report answering:
 - How has my organization benefited from my participation in this program?
 - How have I benefited from my participation in this program?
- Feedback is three tier: Mentee, Mentor, and Mentee's Supervisor and Coach
- The team must be committed to ongoing communication and interaction. Ensuring that both parties' supervisors are on board with the mentoring activities will help with this commitment.
- Make sure that you include progress evaluation into your meetings to ensure that planned activities are still viable and valuable. Some mentoring teams continue their partnership after the current year's mentoring program is closed.
- Use technology to enhance the mentor/mentee meetings, i.e., iPads, allowing Skype on work computers, other avenues of technology out in the market.

6. Develop a selection process to include selection panels for all agency employee development programs



Project Outcomes:

- Corporate, centralized selection processes promote fair and equitable selection into employee development programs that ensure diversity and inclusion for qualified applicants.
- Selection standards are clearly defined and transparent to potential applicants.
- Diverse, cross-functional panels facilitate selection into programs, with documentation of qualification standards for panelists.
- Panel selection criteria are well-publicized; effective training provided to panelists; and panel oversight teams review potential panel members.
- A feedback process for non-selectees exists.
- More effective processes for selecting participants into employee development programs leads to a more qualified and diverse candidate pool for succession planning.

Recommended Tasks:

- Create a Leadership Development Plan which defines and prioritizes redesign / new development of programs and ensure project is in alignment with this plan.
- Identify key agency development programs and establish selection criteria for entrance into, continuation in, and completion of each program.
- Develop corporate, centralized selection processes for employee development programs that ensure diversity and inclusion.
- Establish criteria for what constitutes a diverse panel.
- Establish expectations and training for all participants in employee development selection panels.
- Establish formal feedback processes for non-selected candidates and assessment/feedback mechanisms for each program.

Suggested Metrics:

- Specific metrics should be developed with, and regularly reported to the LCD AC to ensure that participants in key agency development programs reflect the diversity of the nation, and development programs are subjected to level 3 feedback that supports participant outcomes.

7. Train agency and management officials



Project Outcomes:

- Roles and responsibilities in the talent management process are clearly defined for managers, and managers are provided with resources to make them better able to develop employees while maintaining operational excellence.
- Managers have a clear understanding of the importance of diversity and inclusion, leading to increased diversity in the selection of applicants and long-term culture change within the FAA through initial and ongoing development opportunities.
- Management is held accountable for addressing diversity and inclusion at all levels of the FAA.

Recommended Tasks:

- Create a Leadership Development Plan which defines and prioritizes redesign / new development of programs and ensure project is in alignment with this plan.
- Develop FLM-based course to provide basic information about employee development, discuss the role of the FLM in their employees' career development process and provide instruction on how to create and utilize an IDP for employees.
- Develop second-level manager course to provide instruction in how to develop and strengthen leadership ability in employees in a way that makes use of practical applications.

Suggested Metrics:

- Specific metrics should be developed with, and regularly reported to the LCD AC to ensure that senior leadership provides managers with the ability to develop their employees while meeting operational needs, and that for improved diversity and inclusion at all levels of the FAA leading to improved employee morale and attitude.

8. Develop assessment tools and processes, including leadership/management assessment and employee self-assessment



Project Outcomes:

- Assessment vehicles and methods with the goal of inclusiveness and diversity are clear and accessible for each level of employee
- Structured assessments to identify employee strengths, critical needs and potential development activities are accessible to all interested employees.
- Self-assessments are aligned with career progression, succession planning and development opportunities.

Recommended Tasks:

- Determine whether assessments should be multi-layered:
 - Assessment to get into the succession pipeline.
 - Assessment for programs.
 - Assessment for job positions.
- Review value of current assessment tools in use.
- Research and develop/acquire assessment tool(s).
- Determine method of access to assessment tool.
- Create guidance to support purpose and use of assessments (self-awareness, leadership development, performance management, etc).

Suggested Metrics:

- Specific metrics should be developed with, and regularly reported to the LCD AC related to outcomes showing the percentage of the workforce that have appropriate assessments available, and have taken them along with, score profile changes over time and post-development Supervisor competency evaluations.

9. Conduct an evaluation and gap analysis of current training, employee development programs and employee development processes



Project Outcomes:

- Employee development needs are defined and prioritized for all levels of employees, leading to the identification and prioritization of programs needing updating or development.
- A plan is in place to have the processes and tools that are inclusive, support current job competency and preparation for future leadership roles, increase the diversity in the talent pools, and help employees identify individual career goals and objectives.
- A work culture and environment that facilitates learning in key competency areas and prepares individuals who aspire to positions of increasing responsibility and authority.
- A systematic program evaluation process which accounts for both stakeholders and participant needs, as well as operational impact to facilities.
- Managers to be better able to help match employees with best development choices.

Recommended Tasks:

- Create a Leadership Development Plan which defines and prioritizes redesign / new development of programs and ensure project is in alignment with this plan.
- Determine metrics for success of current programs. (Metrics should include ongoing tracking of demographics within each program, graduation rate/promotion rate of candidates in programs, etc.)
- Define review/analysis process (prioritization, analysis documentation, etc.).
- Define skill/competency needs for strategic goals achievement/NextGen.
- Conduct review/analysis of current training courses (FMC 1-3, eLMS courses), Programs (LEAD, PEL, SLDP, TOSPP, ATLDP, etc), and Processes (IDP and performance evaluations).
- Identification of which programs or aspects of programs are working well and what should be changed.
- Determine elements necessary for future state process that promotes diversity and inclusion.
- Develop an evaluation program to determine effectiveness of employee development programs within 12-15 months of completion.
- Create a leadership development plan which defines and prioritizes redesign / new development of programs.

Suggested Metrics:

- Specific metrics should be developed with, and regularly reported to the LCD AC to include: completion of the analysis in an agreed-upon timeframe, the percentage of programs reviewed / analyzed against defined critical needs, and the definition and analysis of program evaluation data.

10. Define a process for and promote the use of Individual Development Plans



Project Outcomes:

- A learning environment that facilitates growth in key competency areas and prepares individuals who aspire to positions of increasing responsibility and authority.
- A centrally-managed and funded IDP process that is not solely dependent on the supervisor-employee relationship.
- IDPs, useful guidance, and tools are easily accessible (online) by any employees who wish to participate.
- IDP is included as a factor for selection into programs and positions and managers who encourage the use of it by their employees are rewarded.

Recommended Tasks:

- Identify and make improvements to the IDP process as currently practiced in the agency.
 - Identify, develop and provide developmental assignments, shadow various progressive positions, and provide opportunities to gain hands on experience in a variety of work environments to expose the individual to the diverse opportunities available that one would not necessarily be exposed to in his/her current position.
- Identify and incorporate success factors into the IDP process that treat it as a rational planning process:
 - Use assessment data regarding participants' strengths and weaknesses.
 - Assess and understand information regarding competencies and requirements for success in the target position.
 - Include discussion/rationale why the chosen development opportunity is a good choice compared to other potential opportunities.
 - Be able to say what success looks like (metrics).
 - Have an annual (or more frequent) documented review and skill evaluation done with supervisor or sponsor.
- Improve the eLMS platform to be more interactive and user friendly, more process oriented regarding what developing a good IDP looks like, and that tracks participation.
- Develop and provide workshops and training to educate employees and managers about IDPs and that help them develop and implement personal interactive development plans.

Suggested Metrics:

- Specific metrics should be developed with, and regularly reported to the LCD AC to include: proof that all new managers complete IDP training within the first year and repeat every five years, number of managers who complete IDP training, number or percentage of employees actively enrolled in the IDP process by manager/employee ratio on an annual basis, and incentives to managers.

11. Create/evaluate other employee development opportunities (shadowing, job swapping, and coaching)



Project Outcomes:

- Employee development programs are openly marketed at the very lowest level and opportunities are fairly and equitably distributed.
- Criteria for nomination, selection and successful completion are clearly defined and transparently shared for each kind of development opportunity.
- All artificial barriers to developmental opportunities and bidding for those opportunities have been eliminated.
- Learning objectives and accountability for outcomes are clearly identified.

Recommended Tasks:

- Create a Leadership Development Plan which defines and prioritizes redesign / new development of programs and ensure project is in alignment with this plan.
- Define review/analysis process (prioritization, analysis documentation, etc.).
- Define skill/competency needs for strategic goals achievement/NextGen.
- Develop an evaluation program to determine effectiveness of employee development programs within 12-15 months of completion.

Suggested Metrics:

- Specific metrics should be developed with, and regularly reported to the LCD AC to include: ongoing tracking of demographics within each program, graduation rate, and promotion rate of candidates in programs.

12. Create a diverse and inclusive process for selecting detail participants



Project Outcomes:

- Transparent criteria, based on knowledge, skills and abilities required for, and expected outcomes of the individual detail assignment; and a selection process that mirrors other selection processes to promote equal access to detail opportunities for qualified employees.
- All employees are equipped with information, tools, and resources to leverage available detail opportunities as they occur.
- Diverse, cross-functional panels facilitate detail selection, with documentation of qualification standards for panelists.
- Panel selection criteria are well-publicized; effective training provided to panelists; and panel oversight teams review potential panel members.
- A feedback process for non-selectees exists.
- Details are equally accessible to all interested and qualified employees who wish to move through the organization.
- Where the selection process is contingent on the approval/disapproval of one individual or group of individuals other than the diverse selection panel, an appeal process is available.
- Developmental detail opportunities improve employee readiness to assume positions of greater responsibility over time.
- Details are used as an opportunity to diversify representation in managerial and leadership roles.

Recommended Tasks:

- Detail process, outlined in the Oct 2011 memorandum, will be reviewed and revised to ensure that the process is diverse and inclusive.
- Checklists will be established for each step in the process: Defining the need for the detail, defining selection criteria, solicitation of applicants, assessment of applicants, and selection of appointee. These checklists will be designed to provide guidance and to ensure diversity and inclusion. Managers will be required to provide these checklists to the appropriate office.
- Establish diverse, cross-functional review panel(s) to facilitate selection of employees to be placed in a succession plan.
 - Develop and document qualifications standards and panel selection criteria to ensure diversity of selection panel members.
 - Establish expectations and training for panelists.
- Establish panel oversight teams (representatives from ATO, AHR, ACR, AGC and external LOBs) to review potential panel members for referral.
- Establish feedback process for non-selectees.
- Establish an employee assessment process that provides employees, managers, and review panels data to facilitate detail selection.

Suggested Metrics:

- Specific metrics should be developed with, and regularly reported to the LCD AC to ensure a relevant and high quality detail selection process, assessment data supports workforce trends, participation equitability, user satisfaction and outcome of the detail reflects initial expectations for detailee and manager.

13. Create selection panels for managerial, executive level, and other key agency positions



Project Outcomes:

- Revised managerial & executive competencies eliminate any potential barriers for open and equal competition.
- Selection standards and processes are clearly defined, transparent and accessible to all qualified employees.
- Diverse, cross-functional panels facilitate detail selection, with documentation of qualification standards for panelists.
- Panel selection criteria are well-publicized; effective training provided to panelists; and panel oversight teams review potential panel members.
- A feedback process for non-selectees exists.
- Where the selection process is contingent on the approval/disapproval of one individual or group of individuals other than the diverse selection panel, an appeal process is available.

Recommended Tasks:

- Review and amend managerial and executive competencies to eliminate any potential barriers for open and equal competition.
- Develop selection criteria for panelist that consists of a formalized process to ensure diversity on the panels.
- Establish specific criteria for participant selection (may include panels).
- Establish feedback process for selectees/non-selectees.
- Develop qualification standards and develop training for panelist (i.e. rating panel, selection panel).
- Establish panel oversight teams (representatives from AHR, ACR, AGC and external LOBs) to review potential panel members for referral).
- Create a cadre of trained diverse panelist.
- Develop assessment and evaluation tools.

Suggested Metrics:

- Specific metrics should be developed with, and regularly reported to the LCD AC to ensure candidate pools reflect the diversity of the nation, an appropriate cadre of trained panelists exists, and assessment data supports project goals.

14. Conduct barrier analysis for all key FAA occupations



Project Outcomes:

- Potential barriers and discriminatory practices, if any, have been identified.
- A process to eliminate identified barriers has been created.
- Identified process to eliminate barriers has been implemented.
- All artificial barriers to developmental and job opportunities and applying for those opportunities have been eliminated.
- Diverse representation throughout the agency, including in developmental programs, panels, talent pools, new hires, promotions and details.
- Diverse representation in key agency developmental programs will result in better programmatic outcomes due to diverse interactions in program activities.

Recommended Tasks:

- Endorse current proposal for Air Traffic Controllers barrier analysis.
- Plan for barrier analysis of other key positions.
- Conduct barrier analyses.
- Present proposed course of action to correct any barriers found.

Suggested Metrics:

- Specific metrics should be developed with, and regularly reported to the LCD AC to ensure adequate information is available to make decisions regarding diversity and inclusion.

15. Ensure a diverse and inclusive process for selecting new employees into the FAA



Project Outcomes:

- Potential barriers and discriminatory practices, if any, have been eliminated, and resulted in diverse representation throughout the agency.
- Skills necessary for new positions are clear, to ensure that there are no potential barriers for open and equal competition.
- Selection standards and processes are clearly defined, transparent and accessible to all qualified employees.
- Diverse, cross-functional panels facilitate new employee selection, with documentation of qualification standards for panelists.
- Panel selection criteria are well-publicized; effective training provided to panelists; and panel oversight teams review potential panel members.

Recommended Tasks:

- Evaluate and update, if necessary, personal attributes and professional skillsets required of new employees, to eliminate any potential barriers for open and equal competition.
- Develop selection criteria for panelists that consists of a formalized process to ensure diversity on the panels.
- Establish specific criteria for participant selection.
- Develop qualification standards and develop training for panelist.
- Establish panel oversight teams (representatives from AHR, ACR, AGC and external LOBs) to review potential panel members for referral.
- Create a cadre of trained diverse panelists.

Suggested Metrics:

- Specific metrics should be developed with, and regularly reported to, the LCD AC to ensure adequate information is available to make decisions regarding diversity and inclusion.

16. Establish process for finding and utilizing the best talent



Project Outcomes:

- Managers identify talent within their organization, across the FAA, or when available individuals external to FAA. The goal is to have the right managers that are the best leaders for our most prized resource, the people.
- Managers can resource projects, fill detail assignments, meet business objectives with the best talent.
- Senior leadership is able to best use resources by eliminating duplication of talent within one organization and spreading the talent where it is needed.
- Provides transparent and equitable access to talent information.
- Access to talent data allows management to verify diversity and inclusion at all levels is being properly addressed.
- Allow for both manager and employee self-service.
- Identify gaps in talent so developmental opportunities can be appropriately targeted (e.g., address talent gaps through details, financial/human capital/technical training, and coaching; employees take their own initiative to develop through external education/experience).
- Utilize talent data to promote decisive management actions that promote diversity and inclusion in the workforce.
- Talent data is made available to identify individuals capable of backfilling existing positions in order to allow others to develop.

Recommended Tasks:

- Establish a program office with accountability to develop and maintain the success of this initiative.
- Align internal and external information technology infrastructure/systems so managers can see and analyze talent data [e.g., Federal Personnel Payroll System (FPPS), electronic Learning Management System, (eLMS), and other legacy systems].
- Define requirements regarding access to data to protect privacy and personally identifiable information (PII).
- Establish what common data would be available and to what audiences.
- Explore leveraging third-party software.
- Establish online employee profiles, including employee career goals, to inform selections for detail assignments and entry into key developmental programs.
- Capture employee information to easily identify within the talent data where there are individuals indicating aspirations for several jobs out from where they are right now [e.g.: effective use of individual development plans (IDPs), goals connected to programs like Federal Executive Institute (FEI), Senior Leadership Development Program (SLDP)].
- Utilize talent data to identify employees for taking on special projects that are quick turn-around/short deadlines needing quality results.
- Establish reporting systems and dashboards to promote visibility and utilization of talent.

Suggested Metrics:

- Specific metrics should be developed with the LCD AC to ensure reporting is broadly available to ensure that our systems support talent visibility and promote diversity and inclusion and ensure the ability to utilization of talent for special projects.

17. Include diversity and inclusion in the performance management plan



EXECUTIVE PERFORMANCE MANAGEMENT PLAN changes:

- NEW - Incorporate into their Effective Leadership Rating
- Demonstrated success in addressing diversity inclusion within the Effective Leadership rating factor of the Executive Performance Management Plans.

CHANGE the Effective Leadership

- Original:
 - Ensures continuous leadership development for executives and managers, including completion of mandatory training within probationary periods.
 - Ensures that managers receive adequate labor relations training and use performance management systems and recognition programs to drive organizational success and effectively address performance problems.
 - Develops and supports an effective succession planning program and provides training, coaching/mentoring, performance feedback, and developmental opportunities that build technical competence and leadership capabilities throughout the organization.
- Revision:
 - Ensures continuous leadership development for executives and managers is available and in some cases mandated. Accountability for completion of mandatory training within probationary periods is a priority to achieve the basics of effective leadership.
 - Ensures that managers receive adequate Equal Employment Opportunity training, labor relations training and use performance management systems and recognition programs to drive organizational success and effectively address performance problems.
 - Ensures the Corporate succession planning program is effectively supported and provides training, coaching/mentoring, performance feedback, and developmental opportunities that build technical competence and leadership capabilities throughout the organization.

CHANGE the Work Environment

- Original:
 - Creates and maintains an atmosphere which promotes positive human relations and open communication between employees and their supervisors..... Maintains a comprehensive Model EEO Program in accordance with the provisions outlined in EEOC Management Directive 715, including prevention and elimination of all forms of discrimination, harassment and retaliation...
- Revision:
 - Maintains a comprehensive Model EEO Program in accordance with the provisions outlined in EEOC Management Directive 715, including prevention and elimination of all forms of discrimination, harassment and retaliation. Examples include in the selection of new employees, promotions, training opportunities, detail assignments – fair, open, transparent and equitable to all ...

MANAGERS PERFORMANCE PLANS – for Front Line, Middle and Senior Managers Plan Changes

OUTCOME 1 of 6: ACHIEVING RESULTS

- Original:
 - When filling a vacant position, hiring managers collaborate with HR to:
 - Recruit and attract a quality candidate pool
 - Complete a timely review of referred candidates.
- Revision:
 - When filling a vacant position, hiring managers collaborate with HR to:
 - Recruit and attract a diverse pool of quality candidates
 - Complete a timely review of all referred candidates.

Leadership and Career Development Advisory Committee

Appendix 7: Overarching

OUTCOME 2 of 6: LEADING PEOPLE

- Original:
 - If applicable, ensures all probationary managers complete the following mandatory managerial training requirements that come due during the performance cycle: Frontline Managers Course Phase 1 (FMC-1) within three months from probationary start date; Frontline Managers Course Phase 2 (FMC-2) within six months from probationary start date; and Frontline Managers Course Phase 3 (FMC-3) within 18 months from probationary start date.
- Revision:
 - Ensure all probationary managers complete the following mandatory managerial training requirements that come due during the performance cycle: Frontline Managers Course Phase 1 (FMC-1) within three months from probationary start date; Frontline Managers Course Phase 2 (FMC-2) within six months from probationary start date; and Frontline Managers Course Phase 3 (FMC-3) within 18 months from probationary start date.

OUTCOME 3 of 6: BUILDING RELATIONSHIPS

- Original:
 - Upon request, provides interview candidates with specific, honest, and timely post interview feedback regarding their performance during the interview process.
- Revision:
 - Ensure all interview candidates are aware they may request and are entitled to specific, honest, and timely post interview feedback regarding their performance during the interview process.

Recommended Tasks: Review Managements Performance Plans to strengthen the agencies diversity and inclusion's (DI) initiatives to positively impact diverse selections

Agency-Wide.

- Activity 1- Work with ACR to draft and propose language to be incorporated into Destination 2025, which influences performance plans; incorporate in FY-13.
 - Identify the approved language ATO has and support them in getting it approved.
 - Example 1: "Utilize recruitment and outreach activities to ensure that the agency applicant pools for major occupations are within 52% of the relevant civilian labor force statistics."
 - Example 2: Establish a target that measures the agency's ability to increase the minority onboard participation rate by ___% each year or higher than the previous year (including the civilian labor force (CLF) and use as a benchmark).
 - Collect and analyze applicant flow data for vacancy announcements.
 - Work with AHR and ACR to conduct strategic and targeted outreach efforts.
 - Create a disclaimer to on all vacancy packages that contain a certification list from AHR to remind the hiring managers of the agencies DI initiatives and select personnel that is best qualified

ATO-Wide

- Activity 2- Develop a DI initiative and incorporate in ATO's Business Plan, which will require hiring managers to report quarterly on actions taken to support DI beginning in FY-13.
 - Examples of supporting activities include:
 - Create an ATO DI Advisory Council to provide assistance and partnerships in executing DI

Leadership and Career Development Advisory Committee

Appendix 7: Overarching

initiatives. Ad hoc members may include AHR, ACR, and the EA Presidents. ATO organizations that are not in compliance with DI initiatives set by ATO DI Advisory Council and/or the FAA Destination 2025 will receive a Notice of Improvement from the Chair of the council.

- Provide management training on DI and how managers can be successful.
 - Involve managers and supervisors in recruitment efforts/activities and ensure efforts target the minority groups where the agency's participation rate is lower than the CLF.
 - Monitor and enforce manager's use of flexible/alternative hiring authorities;
 - Increase the number of external vacancies.
 - Request managers and supervisors support for staff's attendance to external outreach events while on duty.
 - Develop external partnerships. Work with AHR and ACR Special Emphasis Program Managers.
 - Utilize the 2011 OPM Government-Wide Diversity and Inclusion Strategic Plan to identify actions that will help increase diversity in the agency.
 - Seek successful practices from other agencies with similar size and occupations.
- Incorporate measurable metrics that strengthens the accountability measures for managers.

Suggested Metrics:

18. Review HR Hiring Policies



HREMP-1.2 Employment of Relatives

- Review policy for potential barriers to employment

HREMP-1.7 Qualification Requirements (1.7a, 1.7b, 1.7d)

- Review to determine if the FAA qualifications for all ATO positions present a barrier to employment. Also determine if qualification standards are necessary for all ATO positions.

HREMP-1.8 Interview Policy

- Determine what types of interviews are used in the ATO hiring process and evaluate if any of them present a barrier to employment (i.e., does an interview panel that is not diverse create a barrier to employment for minority candidates.)
- Also look into how the interviewer is selected for each position. Should the person interviewing be able to have some personal relationship with the interviewee?

HREMP-1.9 Selection Priority

- Determine if the selection process is creating a barrier to employment. Look at who is making the selection, what criteria is being used to determine the most qualified candidate; can there be a standardized process in place?

HREMP-1.10 Permanent External Hiring

- Determine if this process is being used effectively or if managers are able to manipulate the applicant pool to select someone they already have in mind.
- Determine if this is being used enough or if managers just hiring internally so they can hire someone they know.

HREMP-1.11 Temporary External Hiring

HREMP-1.14 Permanent Internal Assignments (1.14a ATCS)

- Determine if the internal assignment process has any barriers to the promotion of minority individuals.

HREMP 1.19 Employment of Former ATC specialist

- Verify process is being handled properly
- Evaluate all aspects of the hiring process and look for barriers to employment for all applicants.
- Issues we have heard about: Vacancy announcement open minimum amount of days because manager already has candidate in mind.
- Evaluate how managers are held responsible for not following policy or rules.

19. Reissue COO memorandum “ATO Diversity Outreach Support Policy” of July 13, 2010 with endorsements of AOA, ACR, AHR, and LOB/SO



**Federal Aviation
Administration**

Memorandum

Date: JUL 13 2010

To: ATO Senior Vice Presidents
ATO Vice Presidents

From: Hank Krakowski, Chief Operating Officer, ATO-0

Subject: ATO Diversity Outreach Support Policy

The Air Traffic Organization (ATO) is embarking on a broad-based effort with the FAA Offices of Human Resource Management and Civil Rights to recruit and retain the most talented, inclusive workforce possible. To accomplish this goal, which is essential for the success of NextGen, the ATO Diversity Office needs the active support of the entire ATO.

All business units and offices must ensure that their communications activities, both internal and external, reflect the FAA’s strong commitment to diversity and inclusion by including, but are not limited to the following: advertisements; booth and exhibit displays; fact sheets; news articles; photographs; presentations and speeches; publications; reports; videos; and online offerings.

Photographs and videos offer tremendous opportunities to illustrate the diversity and inclusiveness of the FAA’s workforce. News articles, brochures, PowerPoint presentations, web pages, videos, audio narrations and other forms of media present additional avenues for reinforcing the FAA’s appreciation of and commitment to diversity, as do speaking engagements and recruiting outreach appearances.

Whenever possible, our communications activities should underscore senior management support for diversity within the FAA because diversity of thought, viewpoint, background and experience improves the quality of the ATO’s work; and while progress has been made, the ATO still has more work to do.

The ATO Diversity Office has developed a branding and marketing campaign and a recruitment and retention strategy to position the FAA/ATO as an employer of choice for highly qualified individuals in all job categories and at all experience levels. It is collaborating with the ATO Communications Office to incorporate our diversity messaging in a variety of media.