



2007 Diversity Assessment

**NASA Ames Research Center
Presentation to the DEOB**

Westat Research Corporation

February 26, 2008





Agenda

- Introduction
- Presentation of Survey Findings
- Question and Answer
- Action Team Recommendations
- Conclusion



Assessment Team Goals

- Establish baseline and review of “where we are at the Center”
- Conduct periodic assessments of Ames workforce’s:
 1. Understanding and definition of Diversity
 2. Awareness of Diversity
 3. Support for the Center’s Diversity Program
 4. Workplace climate / culture
 5. Perception of the Center and/or co-worker support of diversity



Assessment Team

- Lead – Brett Vu (Code C)
- Westat POC – David Morse (Code D)
- Ames Assessment Team Members
 - Darlene Gross (Code C)
 - Barbara Miller (Code D)
 - Jeff Berlin (Code H)
 - Sandy Olliges (Code Q)
 - Christine Munroe (Code J)
 - Mike Liu (Code Q)



Westat Research Corporation

Company Profile

- An Employee-owned Research Corporation
- Leading Survey Research Organization - Established in 1961
- Headquarters in Rockville, Maryland (more than 1,900 headquarters employees)
- Areas of Expertise: Survey, statistical, and analytical methods, program evaluation, qualitative studies (e.g., cognitive pretests of surveys, focus groups, in-depth interviews, and website usability studies), clinical trials, and custom research
- Clients: Federal agencies, businesses, foundations, and state and local governments

Westat Presenters

- Michele Harmon, Ph.D. – Project Director, NASA Ames Diversity Study
- Marty Franklin, M.A. – Graduate Certificate in Survey Methodology – Project Manager of the NASA Ames Diversity Study



Research Methodology



Research Methodology

Questionnaire

- 75 close-ended items
 - 65 content area items
 - **5 items:** Understanding diversity and its benefits
 - **19 items:** Perceptions regarding the culture of diversity at NASA Ames
 - **29 items:** Employees' perceptions about their own experiences at NASA Ames
 - **6 items:** Awareness of NASA Ames policies and initiatives to promote diversity
 - **8 items:** Effectiveness in creating an inclusive work environment
 - 10 demographic items
- 2 open-ended items
- Estimated completion time = 10 to 15 minutes



Research Methodology

Survey Administration

Administered electronically (email with web link and strong password)

- October 18, 2007 – December 7, 2007

Each respondent was contacted up to seven times

- Pre-notification email
- Email survey invitation
- Up to 5 reminder emails



Research Methodology

Sample and Response Rate

Sample

- Census of all full-time and part-time NASA Ames civil service employees in mid-October 2007
- $N = 1,260$ employees

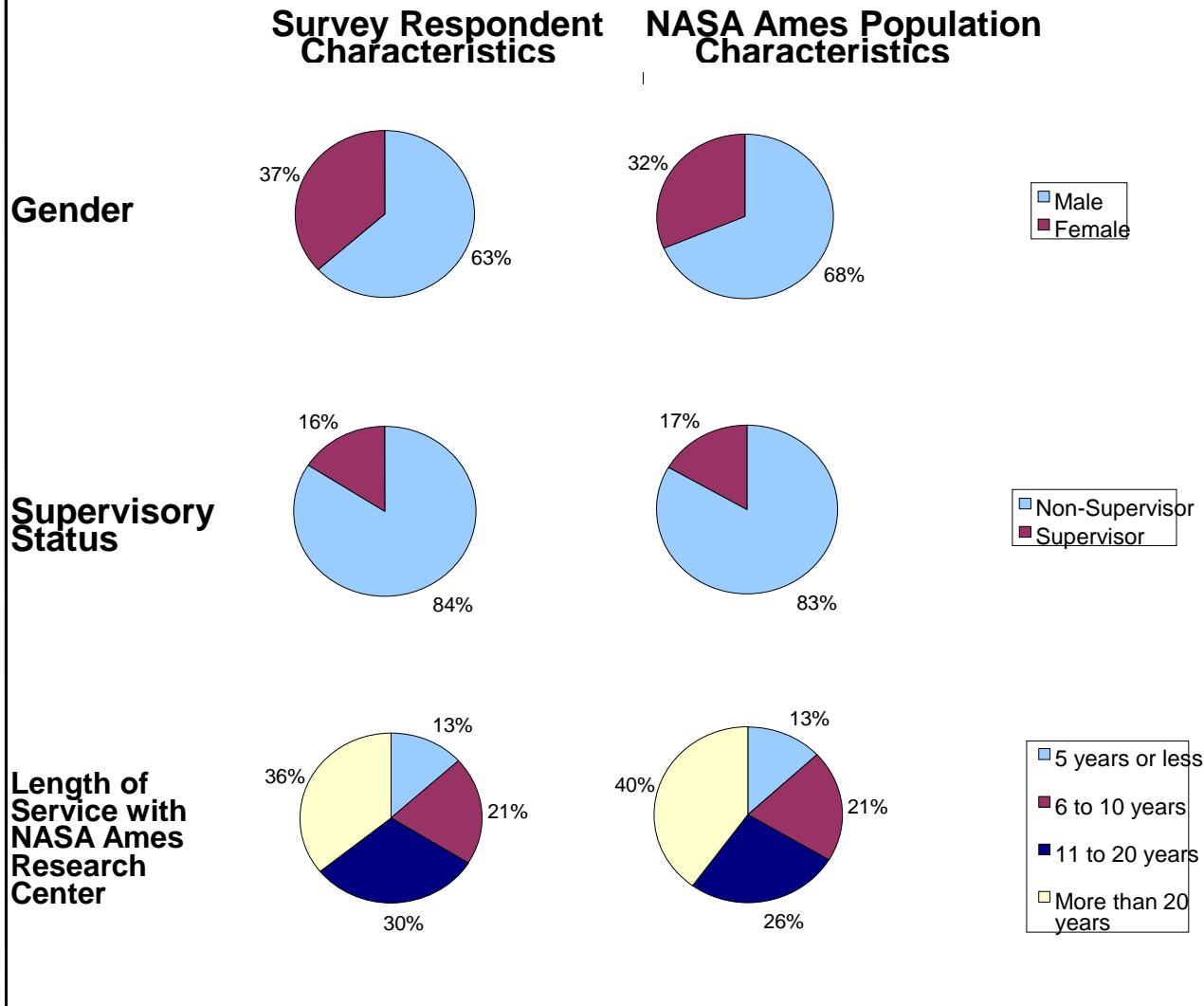
Response Rate

- Of the 1,259 eligible employees, 637 responded to the survey for a response rate of 50.6%



Respondent Profile

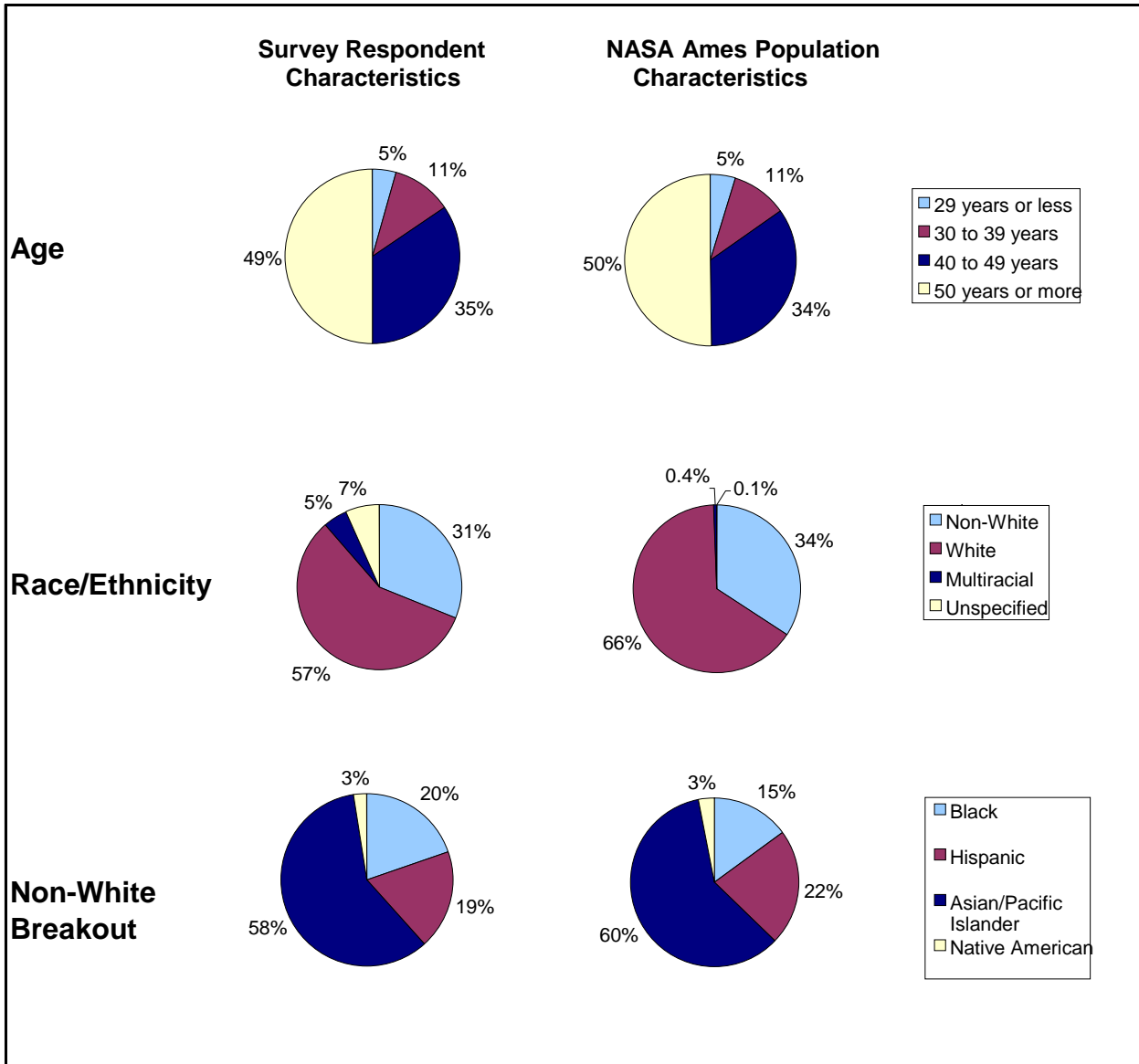
Figure 1a. Comparison of Survey Respondents with NASA Ames Population





Respondent Profile (continued)

Figure 1b. Comparison of Survey Respondents with NASA Ames Population (continued)





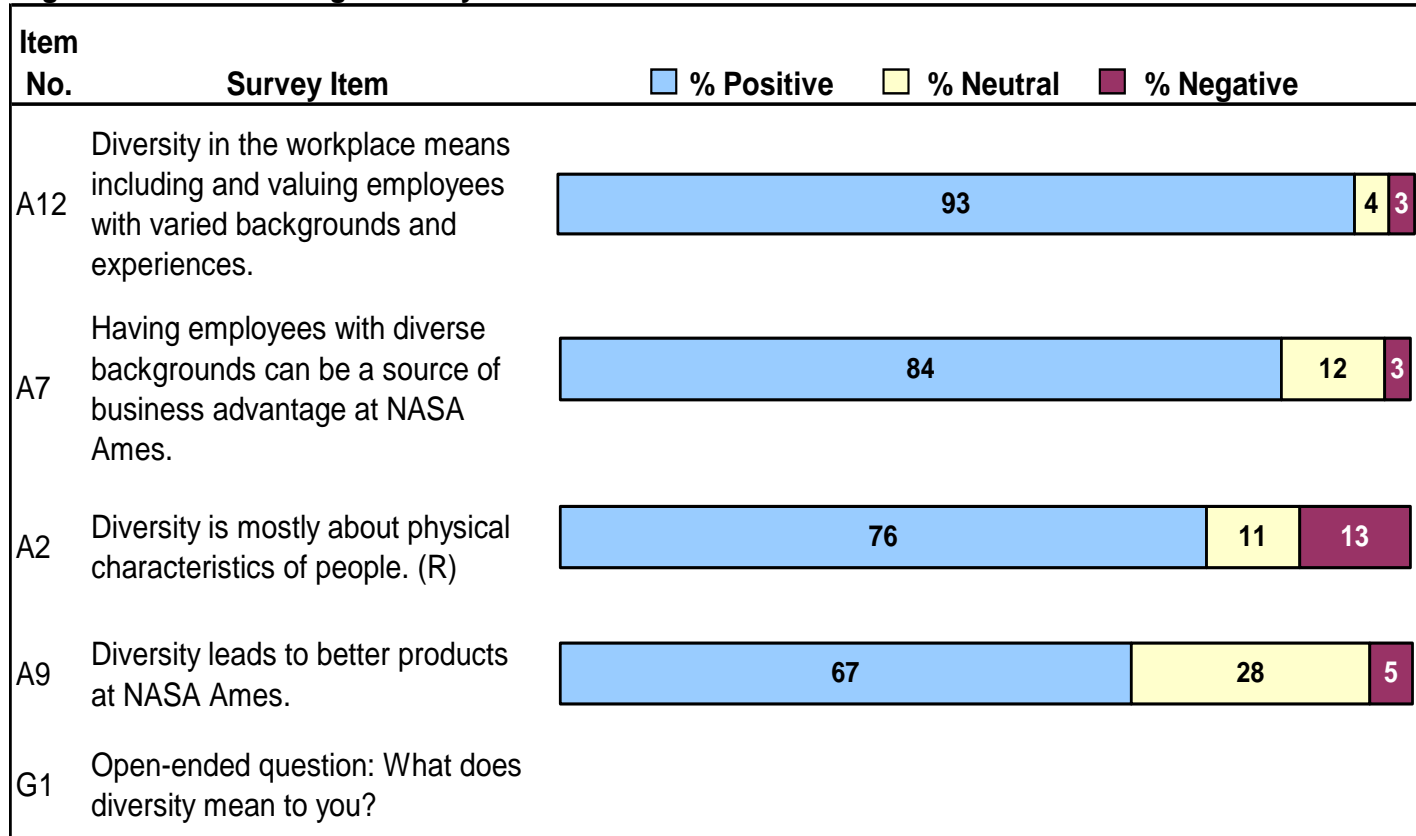
Organization of Findings

- Research Question 1: Do employees at NASA Ames understand diversity and its benefits?
- Research Question 2: What are employees' perceptions regarding the culture of diversity at NASA Ames?
- Research Question 3: How do employees perceive their own experiences at NASA Ames?
- Research Question 4: How aware are employees of NASA Ames policies and initiatives to promote diversity?
- Research Question 5: How effective do employees think NASA Ames has been, overall, in creating an inclusive work environment?
- Selected Findings and Possible Follow-up Actions
- Action Planning



Sample Research Question (Actual Survey Question # 1): Do employees at NASA Ames understand diversity and its benefits?

Figure 2. Understanding Diversity and Its Benefits





Survey Findings

- **Ames' Strengths**
- **Areas of Concern**
- **Follow-Up Actions**



Understanding of Workplace Diversity

Ames' Strengths

- Most respondents understand the NASA Ames Diversity message
- 75 percent agree that diversity is not just about physical characteristics

Areas of Concern

- Some respondents define workplace diversity somewhat narrowly in terms of equal opportunity, affirmative action, and quotas

Possible Actions

- Promote better understanding of the broad meaning of workplace diversity
- Consider using the widely read *Astrogram* as a promotion tool



Benefits of Workplace Diversity

Ames' Strengths

- More than 80% of Ames respondents believe that diversity can be a source of business advantage, and many cited its importance to the Center's mission

Areas of Concern

- A minority do not see a link between a diverse workplace and better products, increased workforce productivity, and creativity and innovation

Possible Actions

- Provide more concrete examples of the relationship between workplace diversity and workplace benefits in diversity training classes and promotional activities
- Consider offering Myers-Briggs training to managers and supervisors



Organizational Culture: General Perceptions

Ames' Strengths

- Overall, respondents have positive general perceptions about the organizational culture: About 80% believe Ames policies promote fair treatment of employees, and 84% agree that employees have a responsibility to encourage diversity

Areas of Concern

- Only 29% of respondents disagree with the statement that workplace diversity sometimes leads to workplace problems
- Only two thirds of employees believe their coworkers actually encourage and promote workforce inclusion

Possible Actions

- Address the first area of concern by:
 - Exploring the topic in employee focus groups. To reduce reticence in sharing honest feelings, keep the groups homogeneous in terms of gender (e.g., females in one group and males in another), supervisory status, and race/ethnicity
 - Incorporating this topic into diversity training courses
- Guide all employees in practical ways to implement diversity principles in their work units and teams



Diversity Training

Ames' Strengths

- Less than 10% of respondents have a negative opinion about Ames' efforts to encourage employees to participate in diversity training

Area of Concern

- About 50% of respondents indicated a need to improve diversity training at Ames, citing:
 - Too much focus on physical differences
 - Passive “lecturing” on compliance with equal opportunity (EEO) laws and agency policies

Possible Actions

- Develop training that is more interactive
- Align content with the agency's diversity mission statement and principles
- Differentiate diversity mission from EEO compliance
- Consider conducting a focus group or interviews with former trainees to gather their ideas for improving the training
- Monitor training effectiveness; revise training in response to participants' evaluations and progress in meeting identified training goals
- Be realistic about the purpose and goals of diversity training. The diversity literature indicates that diversity training, in and of itself, is insufficient as the primary mechanism for achieving a diverse workforce



Manager and Supervisors

Ames' Strengths

- 60% to 70% of respondents believe that managers and supervisors value employees of diverse backgrounds and viewpoints and encourage them to share their opinions

Area of Concern

- However, respondents generally give managers and supervisors higher marks for what they say than for what they actually do to ensure effective workplace diversity, with the perceived difference between words and action being in the 10% to 20% range

Possible Actions

- Review existing responsibilities of managers and supervisors for promoting and implementing diversity principles
- If necessary, clarify the responsibilities so that they can be measured and monitored
- Communicate and discuss the goals with managers and supervisors. Share best practices with them for achieving the goals. Provide them with the support they need to perform effectively
- Incorporate the goals into their performance appraisals and hold them accountable for progress in meeting them
- Recognize and reward managers and supervisors for outstanding achievements in improving workplace diversity



Personal Perceptions: Fair Treatment and Possible Reprisals

Ames' Strengths

- Very low percentages of respondents (from 1% to 5%) indicated they are treated unfairly because of assumptions about their personal characteristics

Areas of Concern

- Non-Whites and women are less positive about experiencing unfair treatment
- Only 57% of respondents disagree with the statement that there will be negative consequences for them if they report unfair treatment at work, with notable differences between Whites and Non-Whites, men and women, supervisors and non-supervisors, and younger and older employees

Possible Actions

- If focus groups or interviews are held with various employee subgroups, include these topics for discussion
- In all training for managers and supervisors, discuss employee perceptions about possible reprisals for reports of unfair treatment
- Assure employees that Ames will not tolerate reprisals for any reports of unfair treatment



Opportunities for Advancement

Ames' Strengths

- Approximately 70% of respondents believe that Ames gives them adequate opportunities to use their skills and advance in their careers

Area of Concern

- Many respondents would like more mentoring and more opportunities for professional development
- Many respondents think assumptions made about them by supervisors and coworkers limit their opportunities for professional development
- Perceptions about these topics are notably less positive among women, Non-Whites, non-supervisors, respondents 40 years and over, and respondents working at NASA Ames for more than 10 years



Opportunities for Advancement (continued)

Possible Actions

- Have agency leaders review both their formal and informal procedures for identifying employees with supervisory and managerial potential. Make sure no one is inadvertently overlooked - broaden the pool beyond “the usual suspects.” Inform all employees of professional growth opportunities and job openings for supervisors and managers
- Consider using formal and informal mentoring programs to promote diversity in the upper ranks
- Adopt industry best practice - Set specific diversity goals and treat each like any other major organizational goal. That is, senior leaders champion the goal and:
 - Assign responsibility to an individual or group for achieving the goal
 - Provide the necessary resources to accomplish the goal
 - Establish a reasonable timeline
 - Hold the responsible person or group members accountable for their performance



Awareness of Ames' Diversity Policies and Initiatives

Ames' Strengths

- Nearly all respondents are very familiar with the *Astrogram*, and many are somewhat familiar with the Ames policy statement on non-harassment in the workplace

Areas of Concern

- The survey findings indicate low awareness of various diversity initiatives and information sources, particularly the:
 - NASA Ames Office of Diversity and Equal Opportunity website
 - Diversity Implementation Plan
 - Diversity Leadership Course
 - NASA Ames Diversity Policy

Possible Action

- Highlight the website, plan, course, and policy in the widely read *Astrogram*



Ames' Effectiveness in Creating an Inclusive Work Environment

Ames' Strengths

- About 70% of respondents have positive perceptions about Ames' overall effectiveness in promoting professional growth, fostering mutual trust and respect, and valuing individual contributions

Areas of Concern

- Positive perceptions are somewhat less common about Ames' overall effectiveness in creating a supportive environment for all employees and creating a strong teamwork culture
- Again, for some of the overall effectiveness items, positive perceptions are less common among Non-Whites, women, non-supervisors, respondents working at Ames for more than 10 years, and those 40 years old and over

Possible Actions

- Assign a high priority to investigating the causes of differences in positive perceptions within subgroups
- Meet with employees individually, other than during performance appraisals, to discuss the support needed to achieve their potential at NASA Ames
- Identify specific actions for strengthening teamwork



Action Planning



Recommendations for Action Planning

First Step

- Review and discuss findings and supplementary information
- Consider conducting focus groups, interviews, town-hall meetings to identify strengths and weaknesses

Second Step

- Develop an action plan
 - Invite input from employees representing diverse groups
 - Establish short- and long-term goals
 - Set priorities
 - Establish measures for evaluating plan components
- Secure top-level management endorsement and support and secure appropriate resources to carry out the plan
- Establish a timeframe for achieving priority goals



Recommendations for Action Planning (continued)

Third Step

- Effectively communicate the action plan goals and priorities to managers and others who will likely serve as frontline agents for disseminating information about the plan to employees
- Draw on existing resources and initiatives, such as the *Astrogram*, to reinforce efforts to advertise the plan

Fourth Step

- Implement the plan and monitor and evaluate the effectiveness of activities to achieve priority goals
- Use, as appropriate, evaluation tools such as progress reports on achieving specific goals, benchmark data, employee evaluations of activities such as training courses and special observance day events, and employee surveys
- Use performance reports to decide:
 - (1) which initiatives have been successful and should be either continued or ended because they are no longer necessary
 - (2) which initiatives have not been successful and may need to be modified or discontinued



Ames Action Team Recommendations



DEOB Action Subcommittee Approach

- Key survey findings include:
 - EEO vs. Diversity is not clear; equating Diversity with quotas, affirmative action, and minority preferences
 - Lack of familiarity of ODEO website, Diversity Leadership Training, Diversity Plan
 - Unclear usefulness of Diversity training
 - Diversity and the business case – not clear to staff how Diversity leads to better products, addresses workforce productivity, fosters creativity and innovation
 - Achieving Diversity leads to workplace problems
 - Managers are viewed as not practicing diversity
 - Supervisor/coworker assumptions limit opportunities for professional development
 - Lack of mentoring
 - Negative perception of consequences for reporting unfair treatment
 - Employees feel they have to change things about themselves to fit into NASA Ames
 - Lack of freedom to express alternate solutions



DEOB Action Subcommittee Approach

- Create a prioritized list of actions based on key survey findings
- Solicit volunteers from DEOB to form teams
- Align with existing center committees
- Make available survey findings to all civil servants
- Open further participation to staff via centerwide announcement
- Track actions being taken via all-hands meetings, ODEO website, Astrogram



Conclusion – Next Step

- Request DEOB for archival approval of Assessment Survey Findings
- Action Team to prioritize and present list in next meeting
- DEOB to implement list of action items based on Action Team recommendation



Ames Research Center

in Silicon Valley



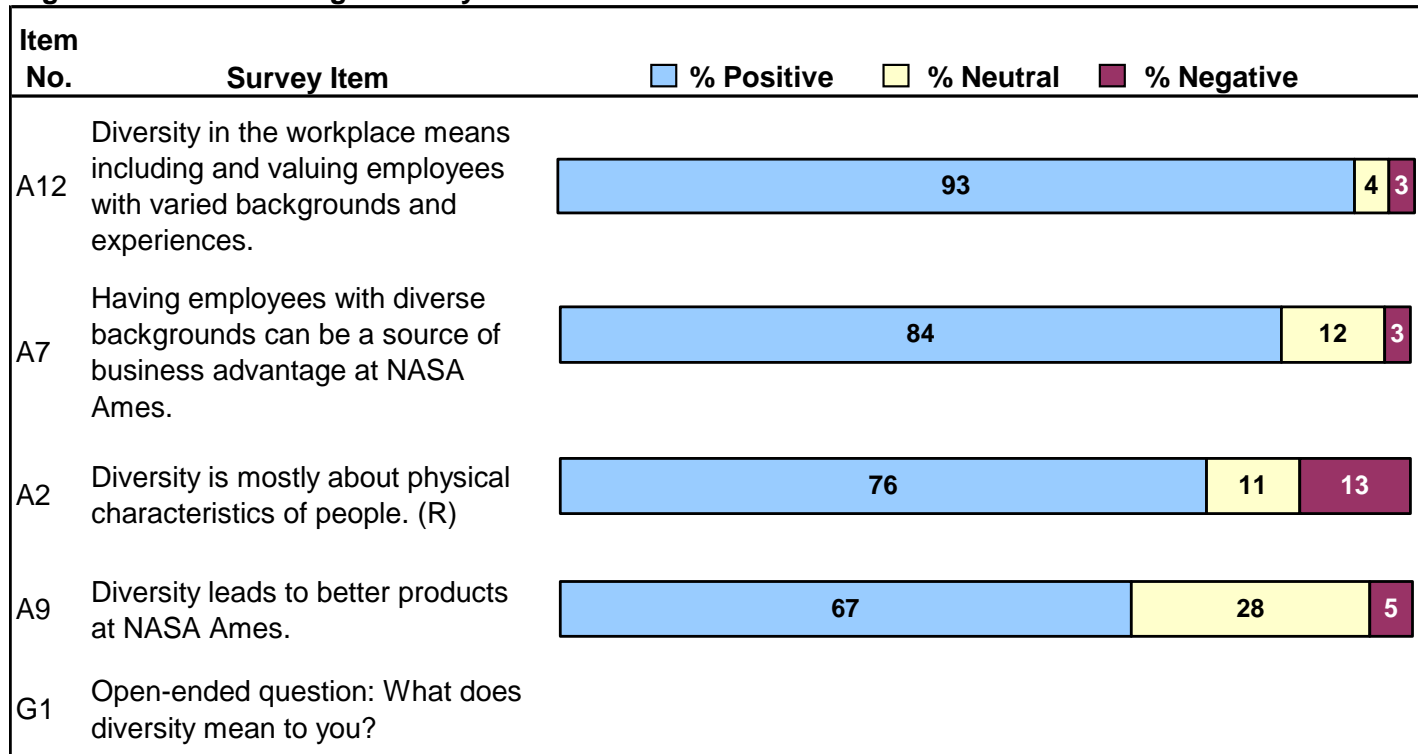
Backup Slides



Research Question 1:

Do employees at NASA Ames understand diversity and its benefits?

Figure 2. Understanding Diversity and Its Benefits





Research Question 1:

Findings: Understanding of Workplace Diversity and Its Benefits

Understanding Workplace Diversity

Many Respondents:

- Perceived workplace diversity quite broadly
- Agreed that workplace diversity involves including, supporting, and valuing employees with varied backgrounds, experiences, and viewpoints
- Understand workplace diversity is not just about differences in physical characteristics

Some respondents:

- Defined workplace diversity more narrowly in terms of fair treatment, equal opportunity, acceptance of differences, or quotas when responding to the open-ended question “What does workplace diversity mean to you?”

Benefits

Many Respondents:

- Linked workplace diversity with business advantages
- Reported workplace diversity facilitates the goals and mission of NASA Ames
- Were uncertain how workplace diversity actually leads to better products and want to see examples

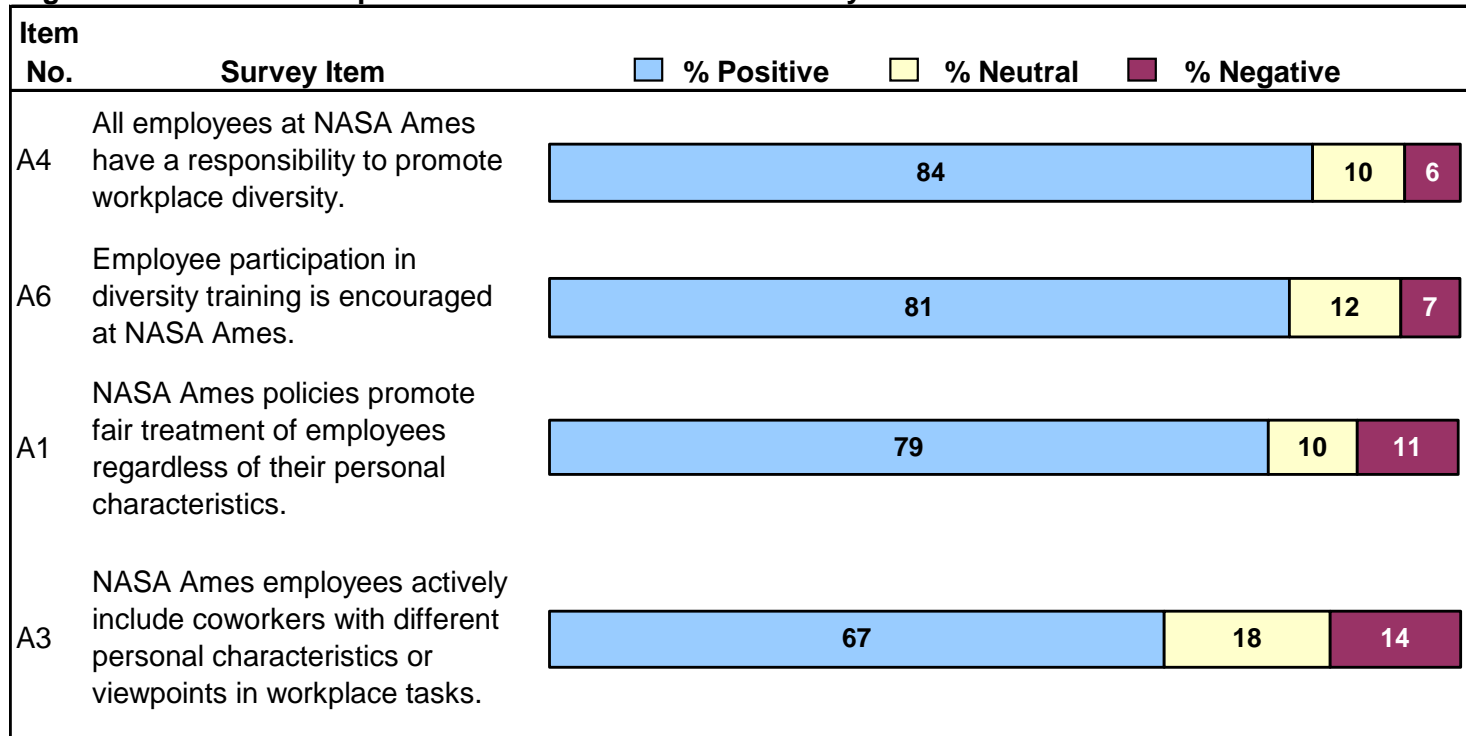


Research Question 2:

What are employees' perceptions regarding the culture of diversity at NASA Ames?

Part 1: General Perceptions about the Organizational Culture

Figure 3a. General Perceptions about the Culture of Diversity at NASA Ames



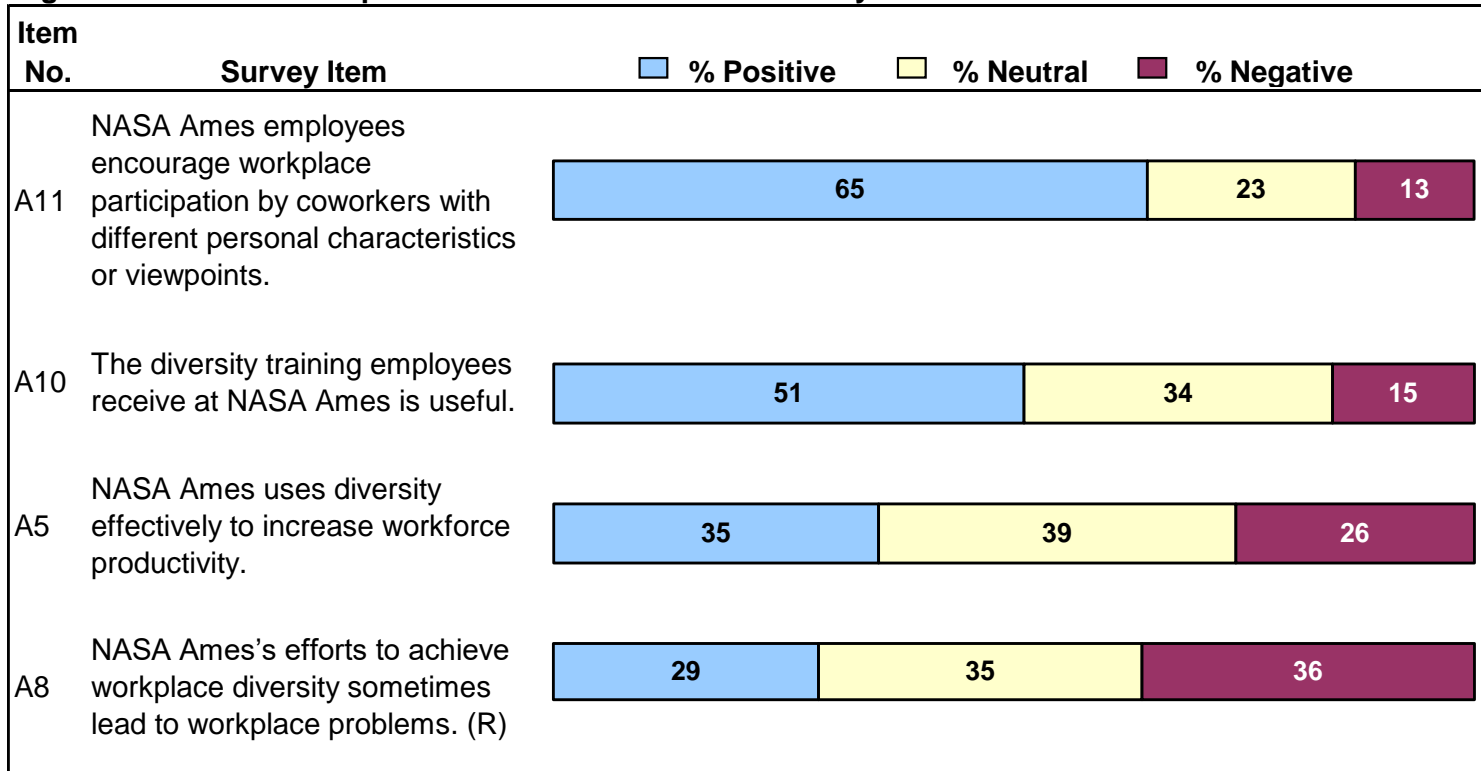


Research Question 2:

What are employees' perceptions regarding the culture of diversity at NASA Ames?

Part 1: General Perceptions about the Organizational Culture

Figure 3b. General Perceptions about the Culture of Diversity at NASA Ames





Research Question 2:

Findings Part 1: General Perceptions about the Organizational Culture

Some Strong Positive Findings, But They Come With Qualifications

- About 80% of respondents agreed that NASA Ames promotes fair treatment of all employees, although only 72.6% of Non-White respondents agreed.
- 83.7% agreed that all employees have a responsibility to promote workplace diversity, but only about 65% said employees actually encourage workplace participation by coworkers with different characteristics or viewpoints.
- 81.2% of respondents said diversity training is encouraged, but only about 50% agreed that the training is useful.

Challenges

- Only 35.3% of respondents report NASA Ames uses diversity effectively to increase workforce productivity and only about 30% disagreed that workplace diversity sometimes leads to workplace problems.

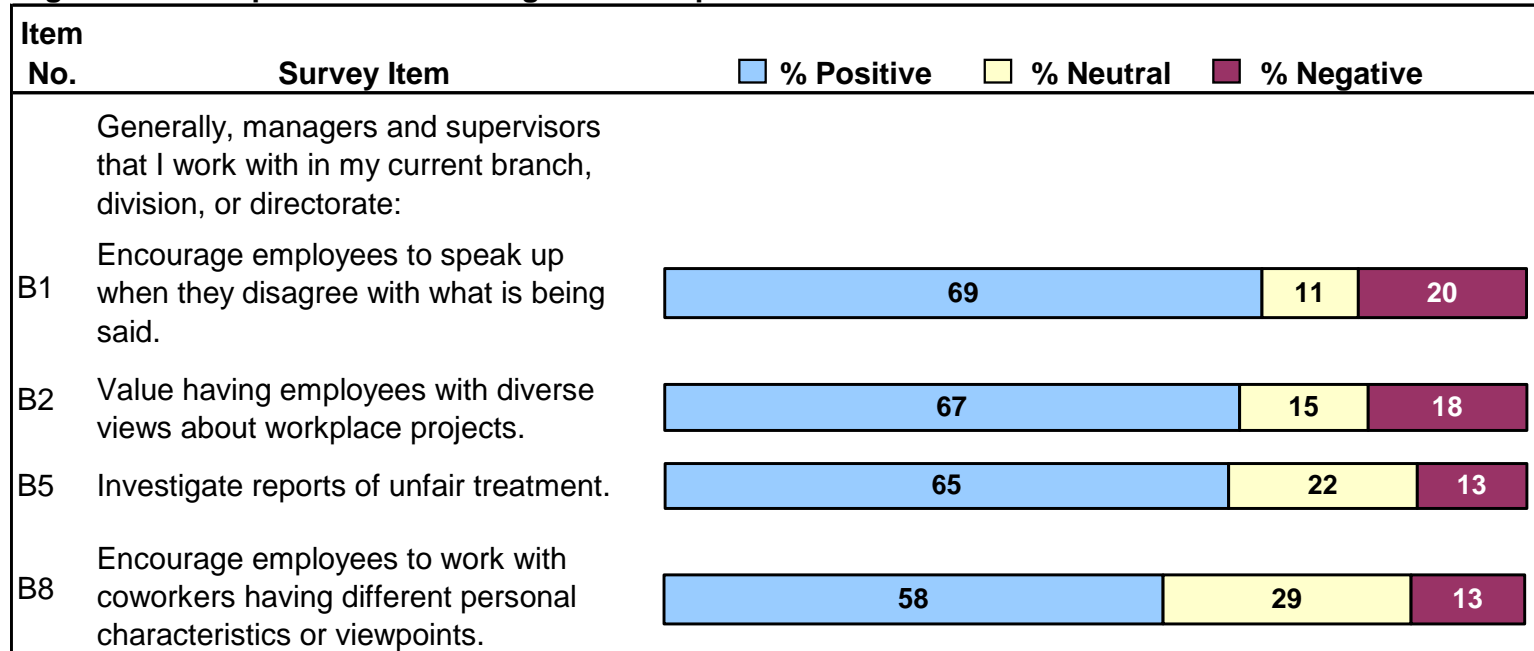


Research Question 2:

What are employees' perceptions regarding the culture of diversity at NASA Ames?

Part 2: Perceptions about Managers and Supervisors

Figure 4a. Perceptions about Managers and Supervisors



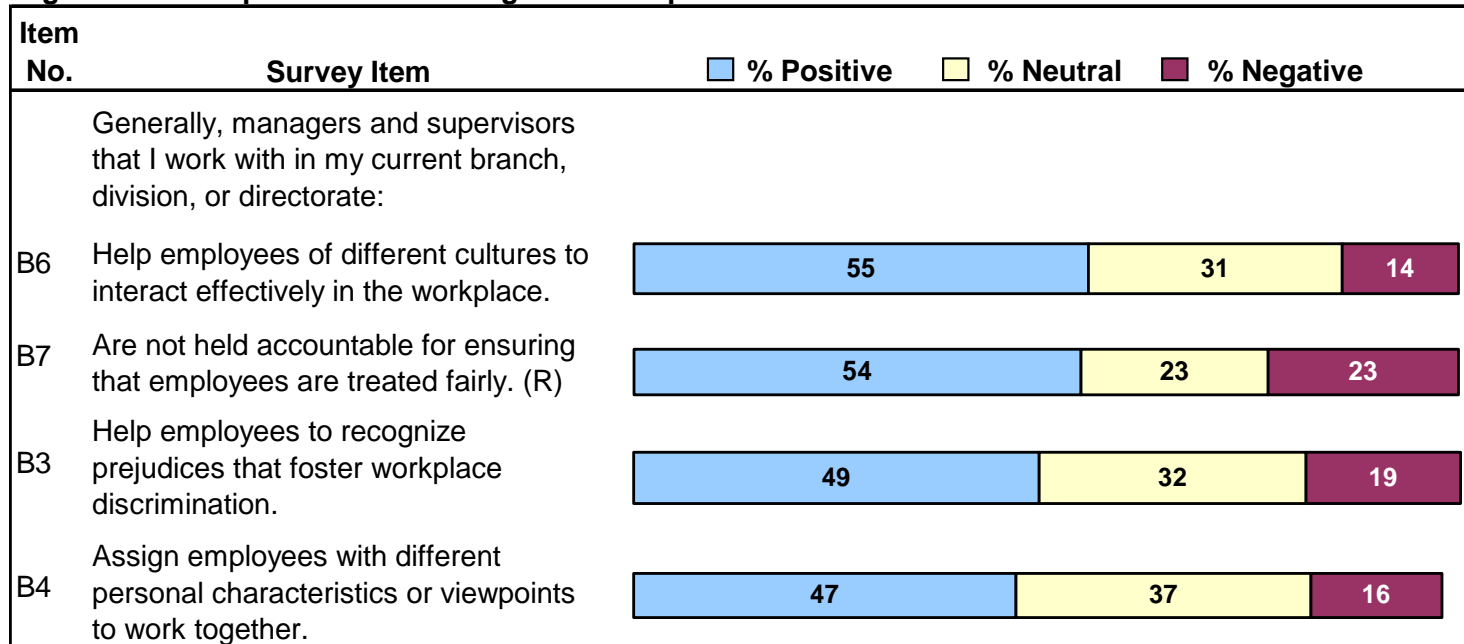


Research Question 2:

What are employees' perceptions regarding the culture of diversity at NASA Ames?

Part 2: Perceptions about Managers and Supervisors (continued)

Figure 4b. Perceptions about Managers and Supervisors



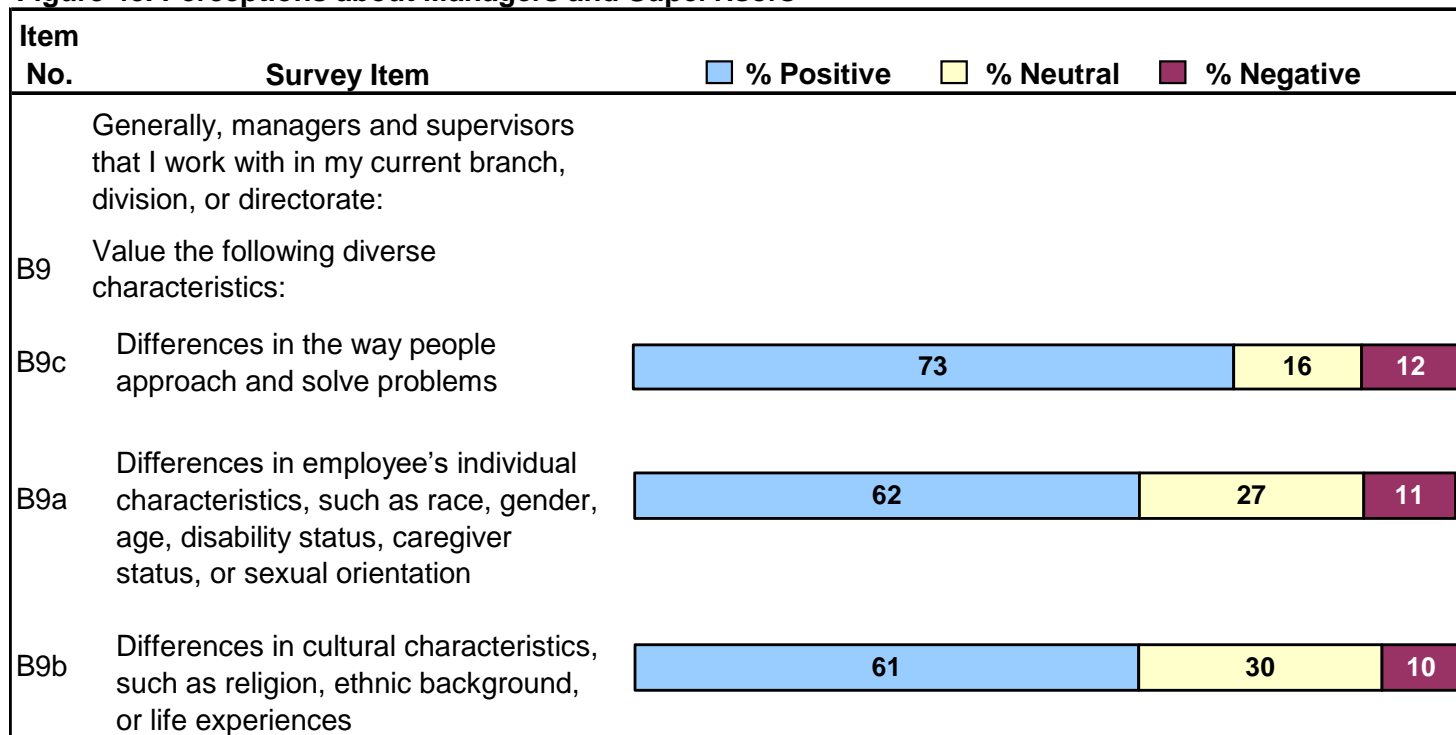


Research Question 2:

What are employees' perceptions regarding the culture of diversity at NASA Ames?

Part 2: Perceptions about Managers and Supervisors (continued)

Figure 4c. Perceptions about Managers and Supervisors





Research Question 2:

Findings Part 2: Perceptions about Managers and Supervisors

Some Positive Perceptions Were Stronger Than Others

- Positive perceptions were highest (65% to 73%) regarding:
 - Valuing diverse viewpoints
 - Valuing differences in approaches and solutions to problems
 - Encouraging employees to speak up
 - Investigating reports of unfair treatment
- Positive perceptions about managers and supervisors declined (47% to 62%) regarding:
 - What they actually do to promote a diverse workplace
 - Valuing of differences in individual and cultural characteristics
 - Their being held accountable for ensuring fair treatment



Research Question 2:

Findings Part 2: Perceptions about Managers and Supervisors (continued)

Many Notable Subgroup Differences

- Positive perceptions differed notably most often between supervisors and non-supervisors and between Whites and Non-Whites. For example:

	White	Non-White
Managers and supervisors they work with investigate reports of unfair treatment	72.2%	54.7%

- Males, respondents with less tenure, and respondents younger than 40 years old tended to be proportionately more positive. For example:

	Male	Female
Managers and supervisors are held accountable for ensuring fair treatment	58.0%	46.9%

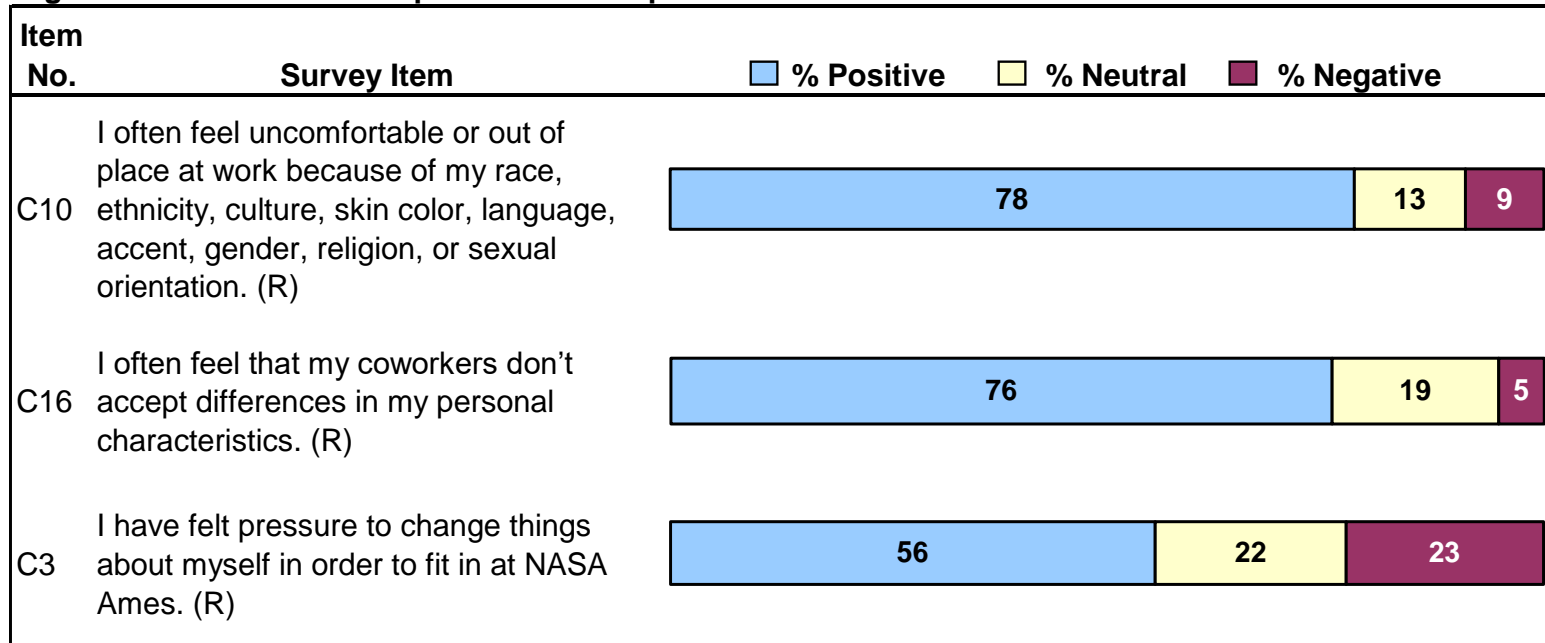


Research Question 3:

How do employees perceive their own experiences at NASA Ames?

Acceptance

Figure 5. Personal Work Experiences: Acceptance





Research Question 3:

Findings: Perceptions about Acceptance

Mixed Perceptions

- Positive findings:
 - About 76% of respondents disagreed that coworkers don't accept differences in their personal characteristics
 - 78.3% disagreed that they often feel uncomfortable or out of place at work because of physical or cultural characteristics.
- However:
 - Only about 56% report they have not felt pressure to change things about themselves in order to fit in; 21.9% responded neutrally to that statement, and 22.7% indicated they have felt such pressure.
- What these mixed perceptions may mean:
 - Some of those feeling pressured to change things about themselves were thinking about differences in viewpoints and approaches to work tasks.



Research Question 3:

Findings: Perceptions about Acceptance (continued)

Notable Differences

Positive Perceptions about Acceptance between Whites and Non-Whites:

Disagreement with the following statements:

	Whites	Non-Whites
Have felt pressure to change in order to fit in:	61.3%	47.9%
Often feel uncomfortable or out of place because of various cultural or physical characteristics	85.8%	68.2%
Often feel that coworkers' don't accept differences in personal characteristics	82.0%	66.3%

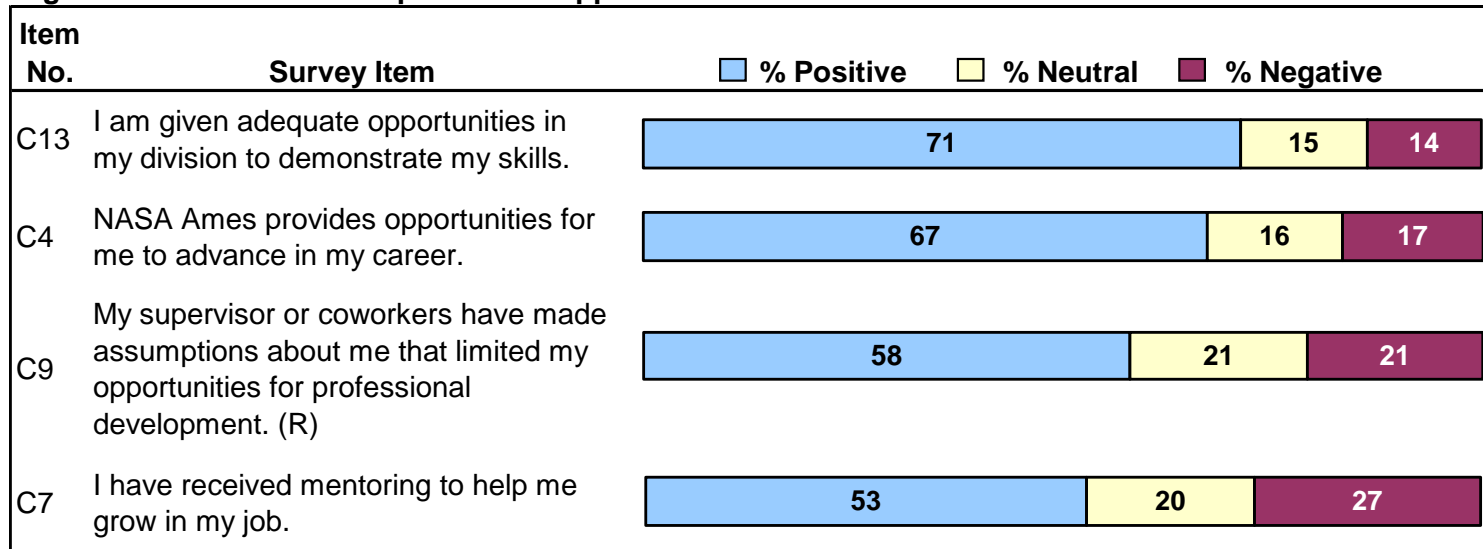


Research Question 3:

How do employees perceive their own experiences at NASA Ames?

Opportunities

Figure 6. Personal Work Experiences: Opportunities





Research Question 3:

Findings: Perceptions about Opportunities

Use of Skills

- Many respondents (71.3%) reported positive perceptions about use of their skills.

Opportunities for Growth and Advancement

- Respondents were somewhat less positive about having:
 - opportunities for professional development (disagreed that they were limited by supervisor/coworker assumptions) – 58.2%
 - opportunities for advancement – 67.1%

Mentoring

- 52.8% said they have received mentoring to help them grow in their jobs.



Research Question 3:

Findings: Perceptions about Opportunities (continued)

Same Pattern for Subgroup Differences

- Non-Whites, non-supervisors, females, older respondents, and respondents employed at NASA Ames for more than 10 years were less positive

Examples of Subgroup Differences in Positive Perceptions

- Opportunities for advancement:
 - 72.9% for Whites, 59.8% for Non-Whites
- Adequate opportunities to demonstrate skills:
 - 90.0% for supervisors, 68.1% for non-supervisors
- Assumptions made that limited opportunities for professional development
 - 61.3% of males disagreed, 52.6% of females disagreed
 - 65.1% of respondents employed at NASA Ames for 10 years or less vs. 54.5% of those with at least 10 years' tenure
- Mentoring:
 - 65.3% of respondents younger than 40, 50.8% for older respondents

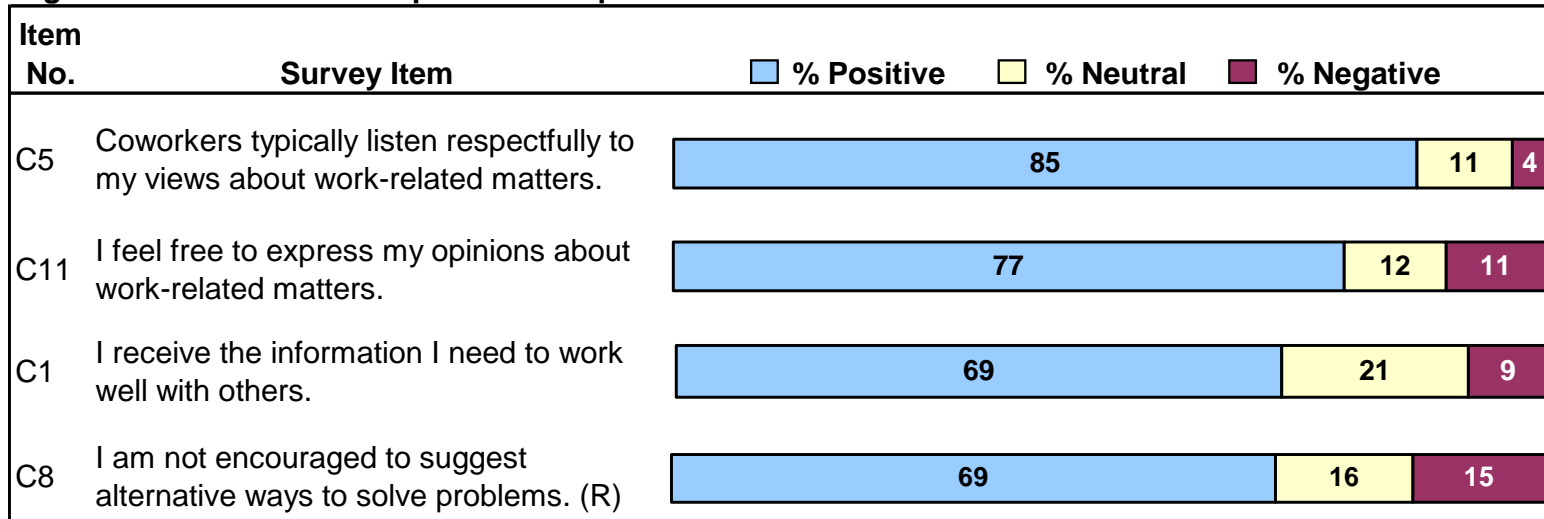


Research Question 3:

How do employees perceive their own experiences at NASA Ames?

Open Communication

Figure 7. Personal Work Experiences: Open Communication





Research Question 3:

Findings: Perceptions about Open Communication

Overall, Positive Experiences with Communication

- Many respondents had positive perceptions about being able to express their opinions about work-related matters (76.9%) and said coworkers listen respectfully to them (85.0%).
- 69.1% disagreed with the statement, “I am not encouraged to suggest alternative ways to solve problems”.
- Nearly 70% said they receive the information they need to work well with others.

Subgroup Differences by Supervisory Status and Gender

Examples:

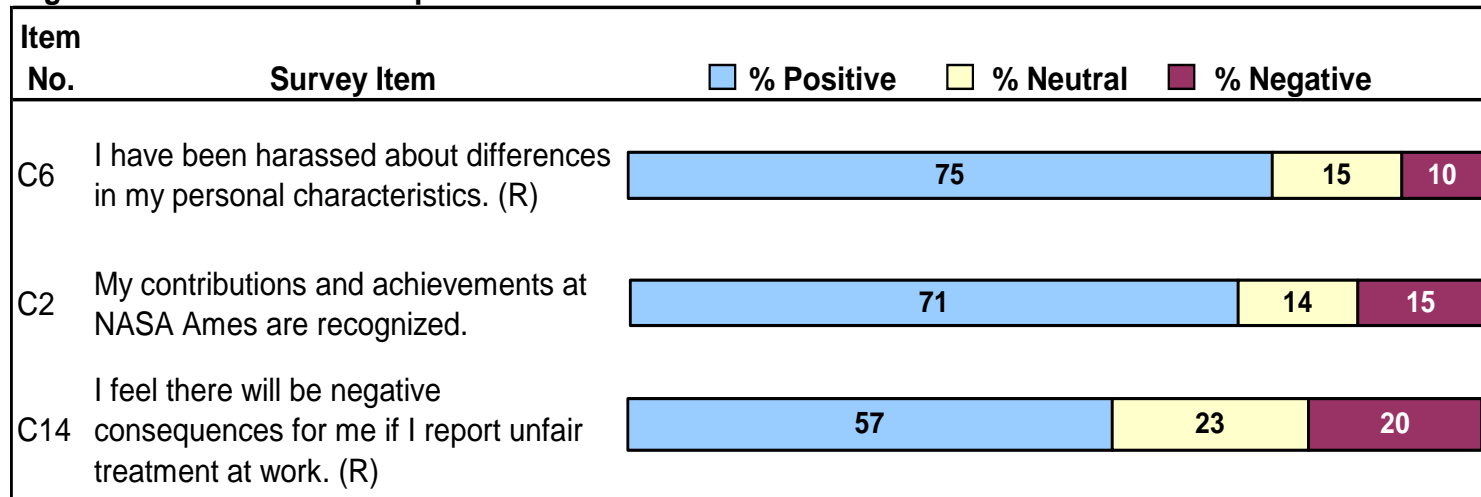
- Positive perceptions for “I feel free to express my opinion about work-related matters”:
 - 80.9% for males vs. 70.6% for females
 - 85.0% for supervisors vs. 75.7% for non-supervisors



Research Question 3: How do employees perceive their own experiences at NASA Ames?

Fair Treatment

Figure 8a. Personal Work Experiences: Fair Treatment



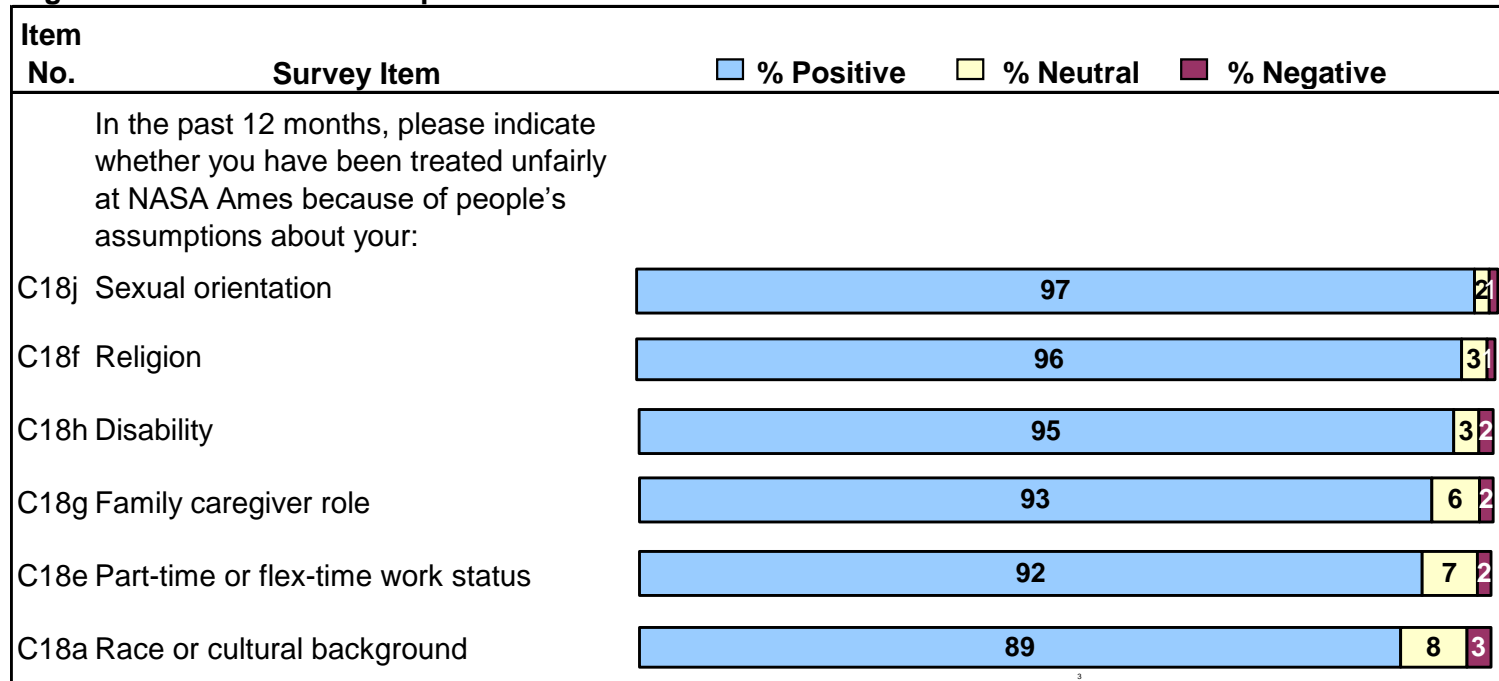


Research Question 3:

How do employees perceive their own experiences at NASA Ames?

Fair Treatment (continued)

Figure 8b. Personal Work Experiences: Fair Treatment



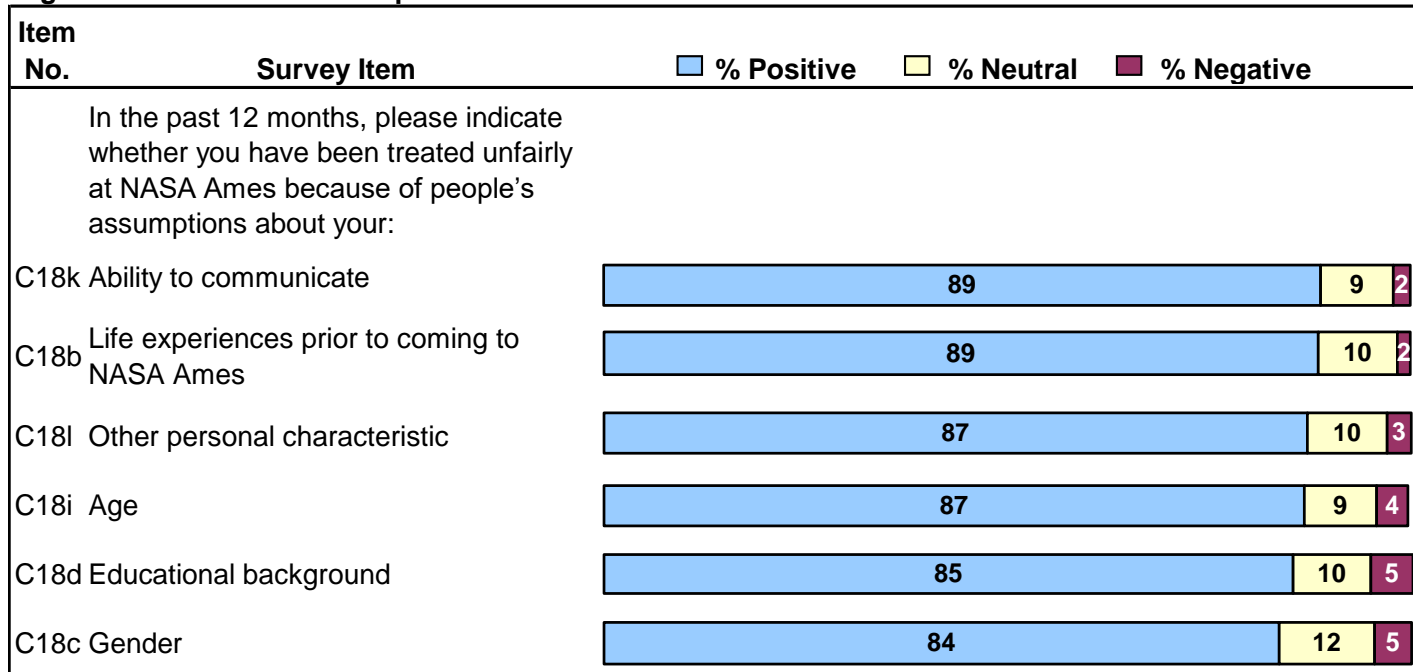


Research Question 3:

How do employees perceive their own experiences at NASA Ames?

Fair Treatment (continued)

Figure 8c. Personal Work Experiences: Fair Treatment





Research Question 3:

Findings: Perceptions about Fair Treatment

Mixed Findings Overall on Harassment, Recognition for Contributions, and Consequences for Reporting Unfair Treatment

- About 75% of respondents said they had never been harassed about differences in their personal characteristics (9.5% disagreed and 15.2% responded neutrally).
- About 71% said their contributions and achievement were recognized.
- Only about 57% disagreed that there will be negative consequences if they report unfair treatment at work.



Research Question 3:

Findings: Perceptions about Fair Treatment (continued)

Notable Subgroup Differences in Respondents' Positive Perceptions for All Three Fair Treatment Items

Example:

- Disagreed that there will be negative consequences for reporting unfair treatment:
 - 63.4% of Whites vs. 48.4% of Non-Whites
 - 74.0% of supervisors vs. 53.6% of non-supervisors
 - 60.9% of males vs. 50.4% of females
 - 62.8% of respondents working at NASA Ames 10 years or less vs. 53.8% of respondents working there more than 10 years
 - 64.6% of respondents younger than 40 years vs. 56.0% of those 40 years and over



Research Question 3:

Findings: Perceptions about Fair Treatment (continued)

Very Positive Findings for “Unfair Treatment” Items (C18a-I) but Some Notable Subgroup Differences

- Positive perceptions overall ranged from 83.7% to 97.3%
- Proportionately more males than females reported they were never or seldom treated unfairly because of people’s assumptions about:
 - Gender (92.2% vs. 69.3%)
 - Educational background (89.6% vs. 78.0%)
 - Part-time or flex-time work status (95.2% vs. 86.7%)
 - Family caregiver role (96.4% vs. 86.6%)
 - Other personal characteristics (91.6% vs. 81.0%)
- Proportionately more Whites than Non-Whites reported they were never or seldom treated unfairly because of people’s assumptions about:
 - Race or cultural background (96.2% vs. 79.8%)
 - Life experiences prior to coming to NASA Ames (92.9% vs. 82.7%)
 - Ability to communicate (93.2% vs. 82.7%)
 - Educational background (89.1% vs. 80.2%)

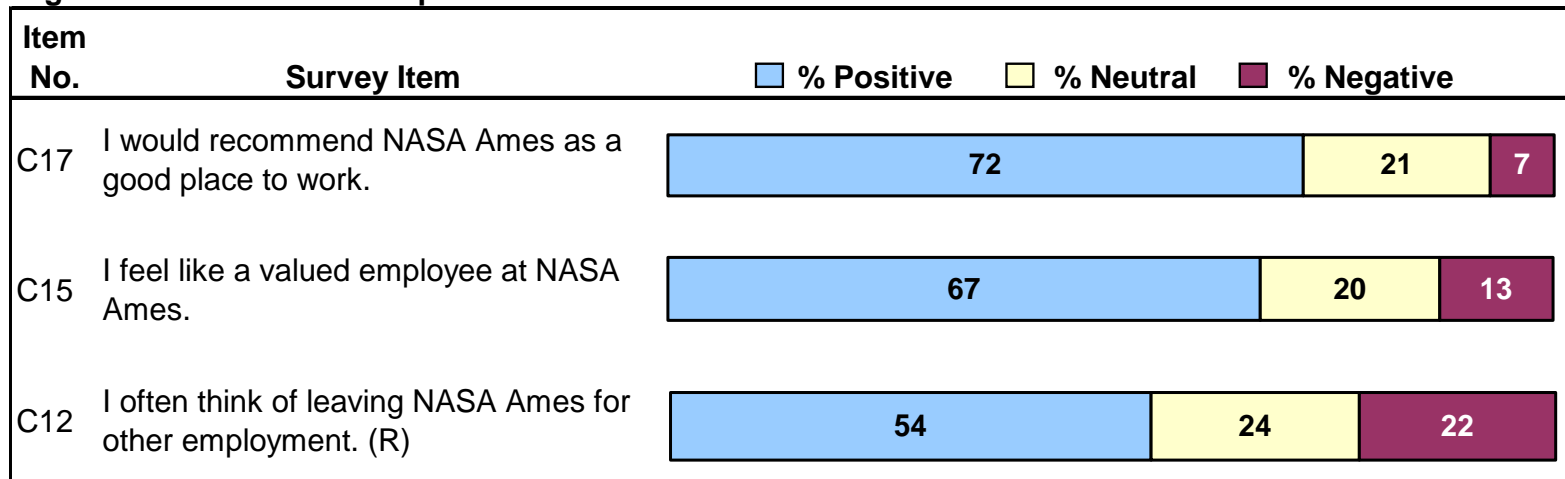


Research Question 3:

How do employees perceive their own experiences at NASA Ames?

Attachment to NASA Ames

Figure 9. Personal Work Experiences: Attachment to NASA Ames





Research Question 3:

Findings: Perceptions about Attachment to NASA Ames

Attachment Strongest Among Supervisors

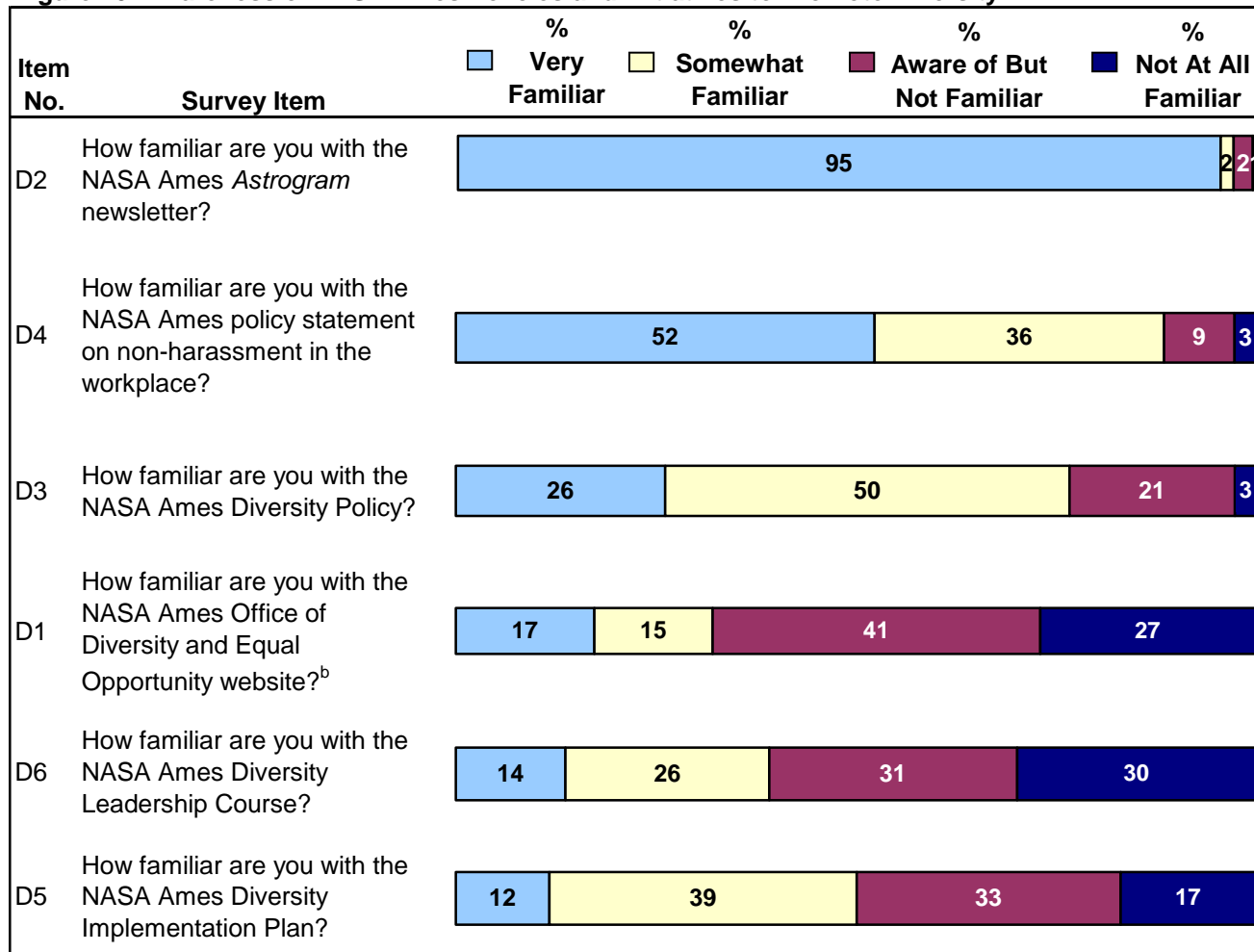
- Many respondents (71.7%) said they would recommend NASA Ames as a good place to work.
 - 81.8% of supervisors vs. 69.9% of non-supervisors
 - 80.2% of younger respondents vs. 70.3% of older respondents
- 66.9% of respondents feel like valued employees.
 - 81.8% of supervisors vs. 64.4% of non-supervisors
 - 70.6% of males vs. 61.4% of older respondents
 - 71.5% of Whites vs. 60.5% of Non-Whites
- 54.3% said they often think of leaving NASA Ames for employment elsewhere.
 - 47.2% of supervisors vs. 38.0% of non-supervisors



Research Question 4:

How aware are employees of NASA Ames policies and initiatives?

Figure 10. Awareness of NASA Ames Policies and Initiatives to Promote Diversity





Research Question 4:

Findings: Awareness of NASA Ames Policies and Initiatives to Promote Diversity

Percentages of Respondents Who Are Very Familiar or Somewhat Familiar with the:

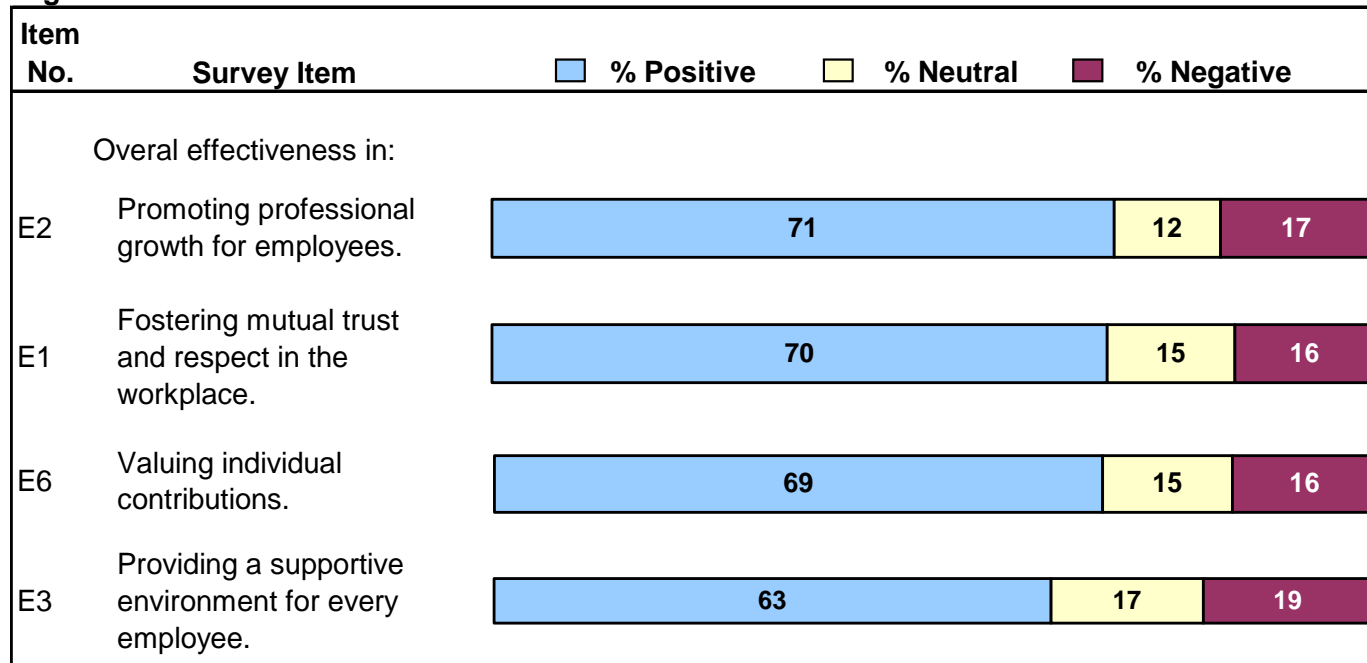
- *Astrogram* (have read it at least once) – 96.6%
- NASA Ames policy statement on non-harassment in the workplace - 88.3%
- NASA Ames Diversity Policy - 76.5%
- NASA Ames Diversity Implementation Plan - 50.2%
- NASA Ames Diversity Leadership Course – 39.2%
- NASA Ames Office of Diversity and Equal Opportunity website (have visited it at least once) – 32.1%



Research Question 5:

How effective do employees think NASA Ames has been, overall, in creating an inclusive work environment?

Figure 11a. Inclusive Work Environment

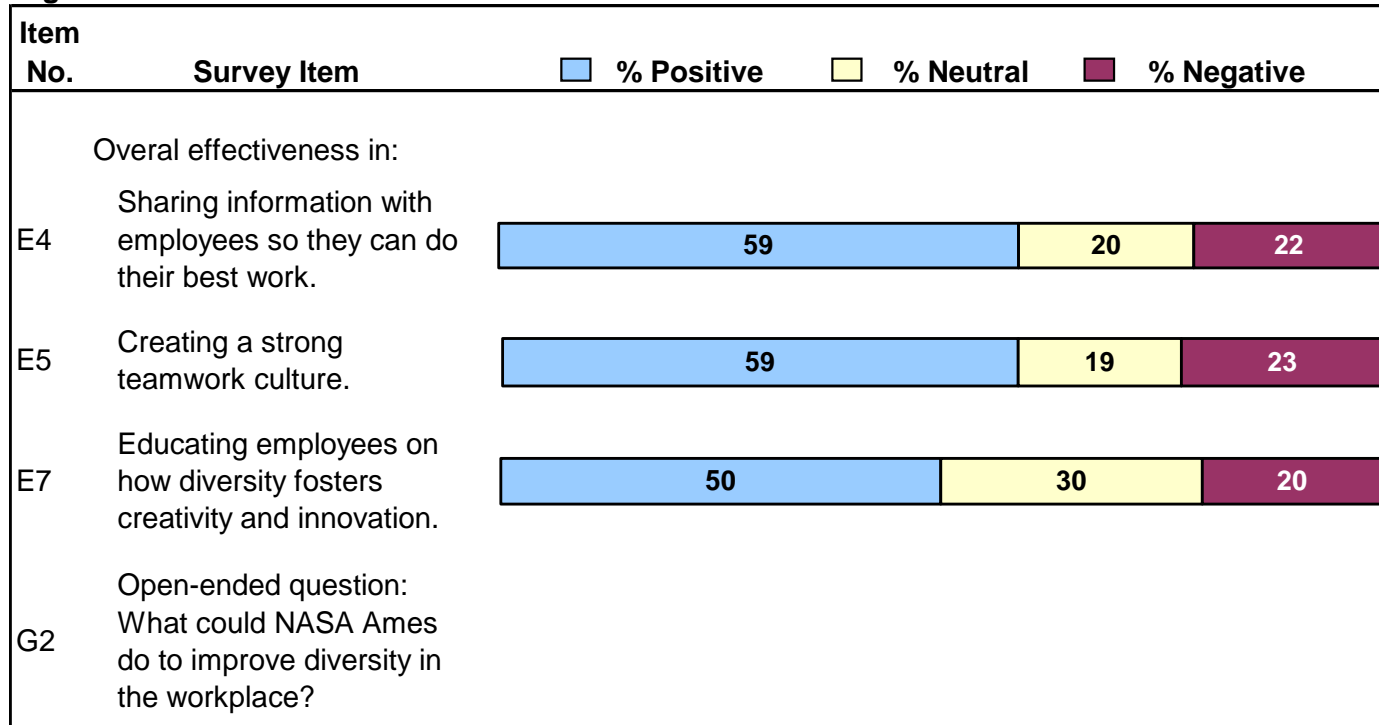




Research Question 5:

How effective do employees think NASA Ames has been, overall, in creating an inclusive work environment? (continued)

Figure 11b. Inclusive Work Environment





Research Question 5:

Findings: Overall Effectiveness in Creating an Inclusive Work Environment

Positive Perceptions Clustered into Three Groups

Group 1

- Promoting professional growth – 70.7%
- Fostering mutual trust and respect – 69.7%
- Valuing individual contributions – 69.0%

Group 2

- Providing a supportive environment for every employee – 63.3%
- Sharing information with employees so they can do their best work – 58.7%
- Creating a strong teamwork culture – 58.5%

Group 3

- Educating employees on how diversity fosters creativity and innovation – 49.9%

Subgroup Differences in Positive Perceptions for All 7 Items about Overall Effectiveness in Creating an Inclusive Work Environment



Research Question 5:

Findings: Overall Effectiveness in Creating an Inclusive Work Environment (continued)

Effectiveness Score

- Represents the respondent's average response to Items E1 through E7
- Created by adding the respondent's score for each of the E items and dividing by the number of items the respondent answered
- Effectiveness scores range from 1 to 5:
 - 1 = Ineffective
 - 2 = Somewhat Ineffective
 - 3 = Neither Ineffective nor Effective
 - 4 = Somewhat Effective
 - 5 = Effective
- Respondent scores ranged from 1.0 to 5.0
- Overall average respondent score = 3.63



Research Question 5:

Findings: Overall Effectiveness in Creating an Inclusive Work Environment (continued)

Effectiveness Score by Subgroup

Subgroup	Effectiveness Score
Supervisor	3.83
Non-supervisor	3.60
Male	3.71
Female	3.52
American Indian/Alaska Native	4.08
White	3.75
Asian/Pacific Islander	3.71
Other race	3.60
Multiracial	3.55
Black/African American	3.19
Hispanic/Latino American	2.92
Less than 40 years old	3.66
40 years or older	3.64
10 years or less tenure	3.68
More than 10 years' tenure	3.61



Research Question 5:

Findings: Overall Effectiveness in Creating an Inclusive Work Environment (continued)

What could NASA Ames do to improve workplace diversity?

Common Themes in Respondents' Answers to this Open-ended Question

- Improve diversity training
- Improve recruiting
- Promote diversity awareness more effectively
- Increase the number of female, Asian/Pacific Islander, Hispanic/Latino, and Black/African American managers
- Hold managers accountable / Assist managers / Reward best practice
- Focus on teamwork and collaboration
- Focus on similarities, not differences
- Focus on individual merit to achieve Center success