
INCLUSION & DIVERSITY GOALS TOOLKIT

APRIL 8, 2020



Inclusion and Diversity Goals Toolkit

Examples of S.M.A.R.T. Inclusion and Diversity Goals

Listed below are examples of S.M.A.R.T. (specific, measurable, achievable, relevant, and time bound) Inclusion and Diversity (I&D) goals. Use them to spark ideas for goals that are personal and meaningful for you. Adapt them to be more relevant to your world. Your I&D goals should align with your position and match your abilities, skill set, interests, and time, and should ultimately contribute toward improving the Lab’s culture.

| | |
|---------------------|--|
| Title: | Inclusion and Diversity |
| Description: | Ensure interviewing panel is diverse on a variety of levels (e.g., gender, age and ethnicity) to gain broader perspective of candidates’ qualifications |
| Milestones: | <ul style="list-style-type: none"> • Work with recruiter early in the process to get support to diversify the panel. (date dependent on position opening) • Hold meeting to welcome and involve all members of the interview panel early in the process to gain their input and perspectives. (e.g., reach out to professional networks to expand the applicant pool, preparing the job description and interview questions, etc.). (date dependent on position opening) • During the interviews, ensure each person on panel asks one or more of the questions. (date dependent on position opening) • During interview debriefs, elicit all panel members perspectives. (date dependent on position opening) |
| Metrics | <ul style="list-style-type: none"> • Expanded applicant pool. (date dependent on position opening) • Positive feedback about experience from additional panelists, and candidates (date dependent on position opening) |

| | |
|---------------------|---|
| Title: | Inclusion and Diversity |
| Description: | Review and enhance department onboarding process to be more inclusive. |
| Milestones: | <ul style="list-style-type: none"> • Review current onboarding process. (date dependent on position opening) • Obtain feedback and ideas from recent hires/transfers to enhance their onboarding experience. (date dependent on position opening) • Obtain feedback and input from current staff about gaps in knowledge or types of questions from recent hires. (date dependent on position opening) • Obtain guidance/best practices from HR for onboarding new hires. (date dependent on position opening) • Based on input, create new process and checklist of activities for future new hires/transfer to department. (date dependent on position opening) • Circle back to people who gave input to share new process. (date dependent on position opening) |
| Metrics | <ul style="list-style-type: none"> • Agreement with new process from recent hires /transfers. (date dependent on position opening and ongoing) • Ultimately, implement new process and checklist with future new hire /transfers and get their feedback. (ongoing) |

Inclusion and Diversity Goals Toolkit

| | |
|---------------------|---|
| Title: | Inclusion and Diversity |
| Description: | Hold frequent events to recognize employees' accomplishments to demonstrate appreciation and foster engagement |
| Milestones: | <p>Separate from "Spotlight Award"</p> <ul style="list-style-type: none"> • Schedule and hold meetings dedicated to acknowledging and recognizing staff accomplishments and invite all staff to them. (frequency of meetings and # staff to highlight in each meeting is dependent upon department/group size) (by date and ongoing) • Identify types of accomplishments activities, behaviors, etc. to highlight. Have others review them to ensure they are inclusive (everyone on team has an equal opportunity to be highlighted) (by date) • Invite staff to nominate their co-workers and provide reasons for nomination. (ongoing) • Determine ways to highlight staff (e.g., write a paragraph or two to share why person being highlighted, "Employee of the Month", certificates, post in central location with photo, etc.) (by date). • Revisit criteria frequently to ensure inclusive. (ongoing) • Elicit feedback from staff on the value and impact of this process. (ongoing) |
| Metrics | <ul style="list-style-type: none"> • Staff feedback is positive. (by date and ongoing) • Over time, comradery and collaboration among staff increases. (by date and ongoing) |

| | |
|---------------------|--|
| Title: | Inclusion and Diversity |
| Description: | During meetings and especially while working remotely, make sure all members of the team have an opportunity to ask questions and share opinions. |
| Milestones: | <ul style="list-style-type: none"> • Schedule TEAM meetings. Invite all on team. (by date) • Develop "ground rules" for meetings to avoid non-inclusive micro-behaviors (e.g., no interrupting or talking over others, no one allowed to remain silent, etc.) and by asking team members to share suggestions (by date and ongoing) • Remind everyone of ground rules at each meeting, post them and for first few meetings review them one by one. Gain agreement from all that if anyone violates the agreed upon rules (including leader of meeting) we will pause, point it out and move on. (by date and ongoing) • During meetings: follow established rules; model accepting feedback (e.g., if someone calls me out for violating one of the rules, thank them); make note of anyone who has not said anything or asked a question and specifically ask that person(s) if they have any additional thoughts or questions. |
| Metrics | Over time meetings run more smoothly, non-inclusive behaviors are reduced and openness among team to respectfully give and receive feedback from colleagues is increased, ultimately creating a feedback rich culture within the group (by date and ongoing) |

Inclusion and Diversity Goals Toolkit

| | |
|---------------------|--|
| Title: | Inclusion and Diversity |
| Description: | Volunteer to participate in targeted college recruitment and job fairs or reach out to professional network to help identify untapped sources of qualified candidates* |
| Milestones: | <ul style="list-style-type: none"> • Contact HR Recruiter to discuss potential events to support and the things to do to support it (e.g., interview students/candidates, man tables, speak about my experience at the Lab, provide testimonials on camera, etc.) (by date) • Reach out to professional network, especially while on work related conference. (If applicable – and ongoing) • Get approval from management (e.g., time and/or travel) to participate in selected event (by date) • Book travel if appropriate (by date) • Meet with recruiter to prep for event (e.g., logistic, roles, review resumes/CVs, complete required training, etc.) (by date) • Attend event (by date) • Debrief event with recruiter (by date) |
| Metrics | Depends upon purpose and role at event(s) (e.g., identify # of candidates to invite back to the Lab for second interviews, speak to # of interested parties, develop positive relationship with key professors to generate interest among students, etc.) (by date) |

| | |
|---------------------|---|
| Title: | Inclusion and Diversity |
| Description: | Volunteer for one of the National Black Physicists Conference Sub-committees* |
| Milestones: | <ul style="list-style-type: none"> • <i>When information is made public</i>, review list of sub-committees and identify one or more of interest. (date dependent upon when information is publicized) • Send email or call key contact to share interest in becoming a member and to ask for more information about what may be needed by that group and the required time commitment. (by date) • Volunteer for role and /or task as appropriate (specifics to be added based on subcommittee requirements) (by date) • Attend required planning/prep meetings (specifics to be added based on subcommittee requirements) • Attend event in specified capacity (date) <p><i>Note: If only volunteering time on the actual days of the conference (November 2020) it will go toward FY21 goals</i></p> |
| Metrics | Meeting commitments as outlined above (tbd) |

***NOTE:** Monthly non-exempt staff need to plan in advance to do Flex Week and balance their hours to 40, with their supervisor’s ok. Weekly non-exempt staff would need to balance to hours the day of to 8.0 hours, with their supervisor’s ok.

Inclusion and Diversity Goals Toolkit

| | |
|---------------------|--|
| Title: | Inclusion and Diversity |
| Description: | Avoid gender bias when writing references |
| Milestones: | <ul style="list-style-type: none"> • Review articles related to gender bias in references (by date) • Find sample checklist of language to avoid or create my own checklist (by date) • Identify and invite three people to be review my letters (by date) • Write reference letter and send to reviewers with checklist for feedback (by date) • Edit letters based on feedback. (by date) |
| Metrics | Final letter is free of gender bias (by date) |

| | |
|---------------------|--|
| Title: | Inclusion and Diversity |
| Description: | Actively participate in ERG meeting or volunteer at ERG event* |
| Milestones: | <ul style="list-style-type: none"> • Review list of ERGs identify one or more of interest. (by date) • Send email or call key contact to share interest in becoming a member and to ask for more information about what may be needed by that group and the required time commitment. (by date) • If activity requires time away from office during regular working hours, get approval from manager/supervisor to participate (by date) • Volunteer for role and /or task as appropriate (specifics to be added based on subcommittee requirements) (by date) • Attend required planning/prep meetings (specifics to be added specifics to be added based on subcommittee requirements) • Attend event in specified capacity (date) |
| Metrics | Meet commitments as outlined above (tbd) |

| | |
|---------------------|--|
| Title: | Inclusion and Diversity |
| Description: | Volunteer to support directorate’s I&D council initiatives* |
| Milestones: | <ul style="list-style-type: none"> • Send email or call key contact to ask for more information about what may be needed and the required time commitment. (by date) • If activity requires time away from office during regular working hours, get approval from manager/supervisor to participate (by date) • Volunteer for role and /or task as appropriate (specifics to be added based on subcommittee requirements) (by date) • Attend required planning/prep meetings (specifics to be added specifics to be added based on subcommittee requirements) • Attend event in specified capacity (date) |
| Metrics | Meet commitments as outlined above (TBD) |

***NOTE:** Monthly non-exempt staff need to plan in advance to do Flex Week and balance their hours to 40, with their supervisor’s ok. Weekly non-exempt staff would need to balance to hours the day of to 8.0 hours, with their supervisor’s ok.

Inclusion and Diversity Goals Toolkit

| | |
|---------------------|--|
| Title: | Inclusion and Diversity |
| Description: | Attend training to enhance ability to interact more effectively with others who have different perspectives and discuss with your manager what you learned and what you will do differently * |
| Milestones: | <ul style="list-style-type: none"> • Review course descriptions with your manager. Identify one to attend. (by date) • Review schedule and register online (get approval from manager) (by date) • Attend class (by date) • Meet with manager after class to discuss key takeaways from class and/or action items. (ideally within one week after class) • Identify one or two behaviors or actions from the class that you will apply in your day to day interactions. For example, use a particular technique to correct a miscommunication or to clarify expectations. (by date) |
| Metrics | Meet with manager after applying technique to share how well it worked. |

| | |
|---------------------|--|
| Title: | Inclusion and Diversity |
| Description: | Volunteer to be a Mentor in the Employee Mentoring Program* |
| Milestones: | <ul style="list-style-type: none"> • Check the Training & Development website and /or contact the program coordinator to find out more about the program and time commitment. (by date) • There is a limited time commitment that may require time away from office during regular working hours , get approval from manager/supervisor to participate (by date) • Complete and the Mentor Profile Form by date) • Once matched with mentee, attend orientation meeting (date as scheduled) • Meet with mentee (frequency is flexible, averages 1 – 2 hours per month) • Attend other Mentor program meetings (as scheduled) |
| Metrics | Meet program commitments as outlined above Gain new perspectives |

| | |
|---------------------|--|
| Title: | Inclusion and Diversity |
| Description: | Volunteer to mentor a URM student* |
| Milestones: | <ul style="list-style-type: none"> • Check the Office of Educational Programs and /or contact the program coordinator to find out more about the programs and time commitment. (by date) • There is a limited time commitment that may require time away from office during regular working hours , get approval from manager/supervisor to participate (by date) • Complete mentor training • Mentor student during time at the lab |
| Metrics | Meet program commitments as outlined above |

***NOTE:** Monthly non-exempt staff need to plan in advance to do Flex Week and balance their hours to 40, with their supervisor’s ok. Weekly non-exempt staff would need to balance to hours the day of to 8.0 hours, with their supervisor’s ok.

Inclusion and Diversity Goals Toolkit

Examples of Potentially Non-Inclusive Behaviors

- Going to lunch with the same individual(s) every day and not including one or more members of the team
- When another person walks by without saying hello, good morning, etc.
- Constantly being interrupted while you are talking
- Sharing private jokes in front of others
- Whispering at the table
- Not remembering someone's name
- Having a conversation with one or more people in the presence of others who speak a different language
- Being left out of a discussion/project
- Not including or reaching out to someone who is located in a different area than the majority of the group, or not in the near vicinity
- Trying to speak with someone who is reading/sending e-mails during conversation
- Talking with someone who keeps looking at his/her watch
- Not being introduced in a meeting and then being ignored
- Avoidance of eye contact
- Cutting down ideas before they can be entertained
- Staying on the cell phone with no explanation
- Mispronouncing your name or misspelling your name
- Change in voice pitch, volume, or rate
- Change in body posture
- Change in hand movements and gestures
- Fake, masked or forced smiles

Inclusion and Diversity Goals Toolkit

Training Course Descriptions

Crucial Conversations (PE197) — This one and one-half day course teaches skills for creating alignment and agreement by fostering open dialogue around high stakes, emotional or risky topics. Crucial conversations – when handled poorly or ignored – lead to strained relationships, diminished accountability and dismal results. Participants will learn how to handle them effectively by speaking persuasively not abrasively, fostering teamwork and better decision making, building acceptance rather than resistance, and resolving individual and group disagreements. This course includes a focus on creating a safety culture by increasing accountability and helping to foster an environment where employees are willing to speak up when they see a situation that is unsafe. The course is taught by HROM staff.

Performance Goal Setting for Employees (PE203) — During this 2-hour course, employees learn the goal-setting process and how to set new and challenging goals using the S.M.A.R.T. goal model. Employees will practice writing specific and measurable performance and inclusion and diversity goals to help support performance and achievement. The course is taught by HROM staff.

Respectful Workplace for Employees (PE201) — In a world of countless differences between people, being able to create a work environment that allows each person to do his or her very best work is now one of the most important competencies that any organization can master. One facet of these great work environments is RESPECT. Respect promotes cooperation, open communication, creativity, commitment and safer workplaces. Practicing respect on a consistent basis requires increased awareness and practice. This course focuses on skillfully deploying the right attitudes and behaviors (including our words) to positively affect those around us. The course is taught by HROM staff.

Understanding and Managing Style Differences (PE193) — This one-day course emphasizes the development of improved interpersonal skills and workplace interactions to enhance workplace productivity and morale. Participants will receive feedback on their Social Style and gain an understanding of how their style impacts their interactions with others. During this workshop, participants will learn to identify each of the four social styles and the best approach to work with each. Participants will pinpoint areas of tension, which if unchecked, can ultimately lead to toxic relationships. Employees will also learn about versatility and identify actions to increase their ability to adapt and be successful in workplace relationships. This course includes completing the Multi-Rater Social Style and Versatility Profile as pre-work. The tool is a short assessment of the participant's preferred social style. It is completed by the participant and a minimum of five other work colleagues. It only takes about 15 minutes to complete. The course is taught by HROM staff.

To register for any of these courses go to:

<https://www.bnl.gov/training/courses/index.php?q=101>

Inclusion and Diversity Goals Toolkit

Links to Additional Resources

Employee Mentoring Webpage

<https://www.bnl.gov/training/professional-development/mentor.php>

Energy and Photon Sciences Directorate Inclusion and Diversity Performance Goal Process Webpage containing additional sample goal ideas

<https://www.bnl.gov/energysci/inclusion/goal-process.php>

Inclusion and Diversity Office Webpage

<https://www.bnl.gov/diversity/>

Employee Resource Groups Webpage with contact info

<https://www.bnl.gov/diversity/resources/affinity-groups.php>

Office of Educational Programs

<https://www.bnl.gov/education/>

Links to Research on Benefits of Inclusion and Diversity:

[2018 research from McKinsey](#)

<https://www.nature.com/articles/d41586-018-05316-5>

<https://blogs.scientificamerican.com/voices/diversity-in-stem-what-it-is-and-why-it-matters/>

<https://www.mckinsey.com/business-functions/organization/our-insights/why-diversity-matters>