



The New Inclusion Quotient (New IQ)

Five Inclusive Habits: Fair, Open, Cooperative, Supportive, Empower

Small Acts of Inclusion

Background

In the book *Social Physics: How Good Ideas Spread*, author Alex Pentland, explains good ideas are spread when people who are peers are able to observe the success of their peers and then want to emulate the behavior themselves. This supports building an inclusive culture by starting with *small acts of inclusion* and letting the success speak for itself. The success of the one-on-one interaction or the small group becomes a strong marketing tool that will attract other willing participants. All too often we get caught up in the “let’s go big” even if going big is not always manageable. When new concepts are brought forward they can be easily rejected with overwhelming skepticism and unmanageability. Whether it is a little league baseball champion or a Major League Baseball World Series champion, everyone wants to be a part of something successful. Start small grow strong.

Improving Your Inclusive Intelligence

Inclusive leaders build inclusive cultures. The way we interact with employees and peers; the way we treat them in meetings; the way we bring them into projects or discussions; the way we seek out their opinions defines our culture. There are three (3) rules of an inclusive leader: Rule 1 – Get out of your comfort zone; Rule 2- Seek and respect other perspectives; Rule 3 – We are smarter together.

To improve your inclusive intelligence you must learn, practice and incorporate the Five Inclusive Habits into your daily routine. By being fair, open, cooperative, supportive, and empowering with your employees and your peers you will foster the creation of an inclusive culture. Listed below are the 20 questions/behavioral statements from the Federal Employee Viewpoint Survey (FEVS) New IQ index. The question is followed by Small Acts of Inclusion (SAI) with a brief explanation and supporting evidence for each (developed by Office of Diversity and Inclusion, OPM). By using these new tactics, you can begin to create and sustain a highly inclusive and engaged workforce.

Small Acts of Inclusion

F A I R

The ability to exhibit a disposition that is free of favoritism and bias; impartial

Behavioral Statement	Small Acts of Inclusion (SAI)	Explanation	Supporting Evidence
Q23. In my work unit, steps are taken to deal with a poor performer who cannot or will not improve.	SAI: Conduct a team member check-in conversation with each team member on a weekly basis.	This check in conversation can be initiated by the team member or the team lead and should address near term Goals, current Reality or new issues, any Obstacles, and agreement on the Way forward. Use this GROW model to improve performance of your team and increase performance transparency.	The Fair habit SAI is primarily derived from the “SCARF” model of the brain. This model was created from research conducted by the Neuroleadership Institute. To read more on this model use these links: www.your-brain-at-work.com/files/NLJ_SCARF_US.pdf http://www.strategy-business.com/article/09306?pg=all
Q24. In my work unit, differences in performance are recognized in a meaningful way.	SAI: Give team members meaningful recognition by stating the specific behavior, describing the impact of the behavior, and saying “thank you.”	To reinforce positive, productive behavior change, most people intuitively agree that connecting gratitude to both the behavior and the effect is a winning approach. Yet what often happens is that one or both are communicated in isolation. There are important scientific reasons why these three phases – Behavior, Effect, and Thank You – are more effective to communicate recognition. The Maritz Recognition Model – Behavior, Effect, Thank You, or B.E.T. — positions recognition as an interpersonal, meaning-making communication between two people. The recipe for effective recognition consists of three ingredients: B: State the specific behavior or performance E: State the Effect, i.e., the impact and importance of the behavior T: Say “Thank You” in earnest	

Small Acts of Inclusion

F A I R cont.

The ability to exhibit a disposition that is free of favoritism and bias; impartial

Behavioral Statement	Small Acts of Inclusion (SAI)	Explanation	Supporting Evidence
Q25. Awards in my work unit depend on how well employees perform their jobs.	SAI: Establish a clear award scale (individual, team, organizational) by gaining buy-in and participation from everyone on the team.	Focus on awarding teams and partners formally and individuals informally on a daily basis to be in congruence with the latest neuroscience research. Rewards, according to neuroscience, are more important when coming from peers and other respected sources.	The Fair habit SAI is primarily derived from the “SCARF” model of the brain. This model was created from research conducted by the Neuroleadership Institute. To read more on this model use these links:
Q37. Arbitrary action, personal favoritism and coercion for partisan political purposes are not tolerated.	SAI: Identify three personal values and three team values that you and your team agree to role model.	By establishing 3 personal values and 3 team values, all team members will have a shared vision of ethical behavior and the ability to hold each other accountable. Share value observations at regular staff meetings or through team member emails. These value stories or observations should include positive stories, as well as when team members did not live up to the agreed values. Look for ways to use these values every day. For example, if one of your core values is honesty, focus on being honest with all of your co-workers, even if the situation seems unimportant.	www.your-brain-at-work.com/files/NLJ_SCARF_US.pdf http://www.strategy-business.com/article/09306?pg=all
Q38. Prohibited Personnel Practices (for example, illegally discriminating for or against any employee/applicant, obstructing a person’s right to compete for employment, knowingly violating veterans’ preference requirements) are not tolerated.	SAI: Review an aspect of Merit System Principles on a regular basis to ensure transparency in all aspects of personnel management.	Reinforce Merit System Principles through emails, staff meetings, and all hands meetings. Establish a process for team members to hold each other accountable without the threat of retaliation. Adherence to fair personnel practices reduces the threat response in team members, thus reducing work related stress.	

Small Acts of Inclusion

O P E N

The ability to be free of a closed mind; receptive to new ideas, viewpoints, and people

Behavioral Statement	Small Acts of Inclusion (SAI)	Explanation	Supporting Evidence
Q32. Creativity and innovation are rewarded.	SAI: Identify and track creative and innovative ideas developed by your team and celebrate on an at least a quarterly basis.	According to a 2010 study by IBM, creativity is the single most important attribute that CEOs think is important for future business success. Without new ideas, new products, and new processes, you'll be left behind by your competition. Clearly, creative thinking gives us great new ideas and helps us solve our most complex problems. By encouraging creative thinking, you can also help your people become more engaged with what they do, increase their self-confidence, and improve their morale. Human beings, no matter who they are or what they do, have an innate desire to think and act creatively.	The Open habit SAI is founded upon the Implicit Association framework of implicit bias and the Big 5 personality assessment. To learn more about both access the links below: https://implicit.harvard.edu/implicit/iatdetails.html
Q34. Policies and programs that promote diversity in the workplace (for example, recruiting minorities and women, training in awareness of diversity issues, mentoring).	SAI: Mentor or initiate a friendship with someone from a different background, perspective, or some other aspect of diversity.	Certain aspects of diversity are considered "social fault lines" that are particularly difficult to overcome from a societal and organizational perspective. Establishing a connection with someone from one of the above dimensions (who you don't work with) provides the potential for learning about different perspectives that ultimately improves your ability as a leader or team member.	

Small Acts of Inclusion

O P E N cont.

The ability to be free of a closed mind; receptive to new ideas, viewpoints, and people

Behavioral Statement	Small Acts of Inclusion (SAI)	Explanation	Supporting Evidence
Q45. My supervisor is committed to a workforce representative of all segments of society.	SAI: Actively participate in at least one of the following: employee resource groups, Diversity and Inclusion Councils, cultural learning activities, or some other organization and/or event that promote diversity and inclusion.	Active participation means that you are actively engaged in one of the above activities. You attend meetings, provide support and expertise, and organize innovative ways to engage other team members.	The Open habit SAI is founded upon the Implicit Association framework of implicit bias and the Big 5 personality assessment. To learn more about both access the links below: https://implicit.harvard.edu/implicit/iatdetails.html
Q55. Supervisors work well with employees of different backgrounds.	SAI: Take the Implicit Association Test (IAT) that measures unconscious biases and use your scores to identify any potential areas of unconscious bias.	The IAT can be accessed by using an internet search. It is utilized in many different ways and provides a quick identification and assessment of unconscious biases that may be limiting your leadership ability or the effectiveness of your team and team members.	

Small Acts of Inclusion COOPERATIVE

The ability to work or act together willingly for a common purpose or benefit

Behavioral Statement	Small Acts of Inclusion (SAI)	Explanation	Supporting Evidence
Q58. Managers promote communication among different work units (for example, about projects, goals, and needed resources).	SAI: Establish a relationship with other employees in at least three different work units within your agency.	This can be done by having a member from another function attend your staff meeting or by scheduling a monthly interoffice lunch. These encounters improve engagement and can generate creative ideas.	The Cooperative habit SAI is based in part on research conducted by the MIT Social Dynamics Lab. This lab conducted research into the non-verbal and implicit behaviors associated with team success and group creativity and collaboration. To learn more access the link below:
Q59. Managers support collaboration across work units to accomplish work objectives.	SAI: Identify at least one potential area, project, or event where you and your team members can promote collaboration with other units.	All team members should be involved in some form of collaboration with other members from outside of their normal functional units. Utilizing social network analysis, the MIT Social Dynamics Lab was able to quantify the gains in productivity and engagement when cross-functional information was shared on a regular basis by organizational members. To learn more, read the Harvard Business Review article “The New Science of Building Great Teams” by professor Alex “Sandy” Pentland.	http://obrienresources.com/wp-content/uploads/2013/02/HBR-4-10-12-Webinar-Building-Great-Teams-v041612.pdf

Small Acts of Inclusion S U P P O R T I V E

The ability to constructively help others

Behavioral Statement	Small Acts of Inclusion (SAI)	Explanation	Supporting Evidence
Q42. My supervisor supports my need to balance work and other life issues.	SAI: Encourage the use of telework or alternative work arrangements (such as modified schedules or job sharing), as appropriate, and suggest ways you can help.		The Supportive habit SAI is derived from a theory of workplace engagement called, "The Inner Work life System." This theory of engagement suggests that employee engagement is in large part built upon employee perceptions and the impact those perceptions have on employee motivation, emotional expression, and employee willingness to work. To learn more access the link below:
Q46. My supervisor provides me with constructive suggestions to improve my job performance.	SAI: Provide constructive feedback by using the Situation-Behavior-Feedback model.	Good feedback is structured around understanding the current Situation, identifying the specific Behavior, and providing relevant Feedback in a positive way. When you are giving feedback, first define the where and when of the situation to which you are referring. This puts the feedback into context, and gives the other person a specific setting as a reference. Next, describe the specific behaviors that you want to address. This is the most challenging part of the process, because you must communicate only the behaviors that you observed directly. Finally, use "I" statements to describe how the other person's action has affected you or others.	http://www.oncourse.com.au/articles/Inner%20Work%20Life%20Understanding%20the%20Subtext%20of%20Business%20Performance.pdf

Small Acts of Inclusion S U P P O R T I V E cont.

The ability to constructively help others

Behavioral Statement	Small Acts of Inclusion (SAI)	Explanation	Supporting Evidence
Q48. My supervisor listens to what I have to say.	SAI: Connect with other team members by taking some time each day to have informal conversations with other team members.	During these conversations practice active listening skills. Pay attention by giving the speaker your undivided attention, and acknowledge the message. Recognize that non-verbal communication also "speaks" loudly. Show that you are listening by using your own body language and gestures to convey your attention. For example, nod occasionally, smile and use other facial expressions, and encourage the speaker to continue with small verbal comments like, "yes" and "uh huh." Provide feedback by understanding that our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect what is being said and ask questions.	The Supportive habit SAI is derived from a theory of workplace engagement called, "The Inner Work life System." This theory of engagement suggests that employee engagement is in large part built upon employee perceptions and the impact those perceptions have on employee motivation, emotional expression, and employee willingness to work. To learn more access the link below: http://www.oncourse.com.au/articles/Inner%20Work%20Life%20Understanding%20the%20Subtext%20of%20Business%20Performance.pdf
Q49. My supervisor treats me with respect.	SAI: Develop a personal and team "mutual respect" code and share it with other team members.	This code outlines how you will treat your fellow team members, and how you expect to be treated. Agree with other team members on how each member will be treated with a basic level of respect. For example, everyone is acknowledged in a meeting; candid and respectful feedback is promoted; and everyone says "thank you" and gives each other a chance to speak without being interrupted.	
Q50. In the last six months, my supervisor has talked with me about my performance.	SAI: Use a weekly check in conversation to discuss goals, current situation, opportunities or obstacles for improvement, and the way ahead.	See question #23.	

Small Acts of Inclusion

EMPOWER

The ability to help others contribute their full potential (resources & support)

Behavioral Statement	Small Acts of Inclusion (SAI)	Explanation	Supporting Evidence
Q2. I have enough information to do my job well.	SAI: Identify potential information and knowledge shortfalls you and/or your team may have and find sources to fill the knowledge gap.	Construct a personal network analysis that contains your current connections, and ask your team members to do the same. Identify gaps in you and your team's information and knowledge portfolio and establish sources to fill those gaps.	The Empower habit SAI use the research on motivation conducted by Professor Dan Pink. Professor Pink's research suggests that motivation is in large part due to three interrelated dimensions. Those dimensions are Mastery, Autonomy, and Purpose. According to Pink, when those three dimensions are satisfied, employees are operating at their peak motivation. To learn more access the link below:
Q3. I feel encouraged to come up with new and better ways of doing things.	SAI: Initiate and utilize "Brainwriting" as a method to constantly introduce, promote and develop new ideas.	In Brainwriting, members write their ideas on paper (or an email) and then pass them on to other members of the group who are required to build on these ideas and add their own contributions.	
Q11. My talents are used well in the workplace.	SAI: Identify your talents by taking the Big 5 personality assessment and sharing results with other team members. (See Appendix 1)	Encourage all team members to take the survey to identify team strengths, gaps, and overlaps.	http://www.marshallcf.com/assets/book_reviews/Drive.pdf
Q30. Employees have a feeling of personal empowerment with respect to work processes.	SAI: Complete the Mastery, Autonomy, and Purpose (MAP) worksheet. (See Appendix 2)	Use the MAP worksheet to identify empowering moments with respect to work processes and assess how to motivate yourself and your team to have more of these moments. Focus on replicating actions that lead to successful accomplishments to unlock the potential of employees and create a culture of excellence and engagement.	

APPENDIX -- 1

The Big Five Personality Test

The Newcastle Personality Assessor (NPA) allows you to assess yourself on the big five personality dimensions. Below are some descriptions of behaviors and thoughts.

Tick the boxes and record your scores using the following key:

For all questions other than 7 and 9:

Very unlikely = 1
 Moderately unlikely = 2
 Neither likely or unlikely = 3
 Moderately likely = 4
 Very likely = 5

For questions 7 and 9:

Very unlikely = 5
 Moderately unlikely = 4
 Neither likely or unlikely = 3
 Moderately likely = 2
 Very likely = 1

	Very unlikely	Moderately Unlikely	Neither likely or unlikely	Moderately likely	Very likely	Score
1. Start a conversation						
2. Make sure others are comfortable and happy						
3. Use difficult words						
4. Prepare for things in advance						
5. Feel blue or depressed						
6. Plan parties or social events						
7. Insult people						
8. Think about philosophical or social questions						
9. Let things get into a mess						
10. Feel stressed or worried						

The results

Now work out your score for each of the big five personality dimensions by summing up your score from the individual questions as shown below.

APPENDIX -- 2

Mastery, Autonomy, and Purpose (MAP) Worksheet

Background

The Empower habit Small Act of Inclusion uses the research on motivation conducted by Professor Dan Pink. Professor Pink's research suggests that motivation is in large part due to three interrelated dimensions. Those dimensions are:

Mastery – getting better at doing things that matter

Autonomy – self-direction, completing the task your own way, acting with choice

Purpose – connecting to a cause larger than yourself

According to Pink, when those three dimensions are satisfied, employees are operating at their peak motivation.

Instructions

Use the MAP worksheet to identify empowering moments with respect to work processes and assess how to motivate yourself and your team to have more of these moments. Focus on replicating actions that lead to successful accomplishments to unlock the potential of employees and create a culture of excellence and engagement.

Experiencing Mastery at Work - YOU

Think of a time when you were fully engaged at work – creative, innovative, productive and doing a great job.

Where did you work, what job or project were you doing, who were your colleagues, customers, stakeholders, strategic partners, etc.

What was the challenge, problem, or conflict you were facing? What was the problem, and what was its impact? What was at stake? What would failure or success mean?

What did you do to respond to this situation? What was the impact of your actions on your team and customers?

What were the **outside** conditions that made it possible for you to be your best in this situation (Ex: my manager gave me the freedom to handle the situation as I saw fit)?

What were the **inner** conditions that made it possible for you to be your best in this situation (Ex: I completed online training via ELMS, or I collaborated with colleagues)?

What can you do to create more opportunity to be fully engaged at work?

What conversations do you need to have with your manager or teammates to create the right **outer** conditions? What do you need to share regarding your working style?

What techniques might you use to create the right **inner** conditions?

Experiencing Mastery at Work – YOUR TEAM

Describe your employee's finest hour – a moment when they were at their best. (**Tip:** Make sure your employee knows that you noticed this and appreciate it.)

What strengths or aptitudes did they show?

What can you do to help them create another experience of mastery? (**Tip:** Effective feedback should focus on specifics and recognition/praise should focus on the effort and strategy that was exhibited during their "*finest hour*")

How can you adjust their role and responsibilities so that they play to the employee's strengths?

What elements of the "mastery mindset" does the employee already have? What elements might they need to develop?

Based on the information above, create a plan for helping your employee have more experiences of mastery.

Working with Autonomy - YOU

What are the areas in your job where you already have autonomy?

What results have you been able to achieve with that autonomy?

(**Tip:** Make sure your boss knows you appreciate the autonomy you have and what you have been able to achieve as a result.)

What is an area of your job where you would like to experience greater autonomy?

What would you be able to accomplish with this additional autonomy?

Create a plan for discussions with your manager and/or teammates for greater autonomy.

Working with Autonomy – YOUR TEAM

How would you describe the level of autonomy of your team?

What are the organization obstacles you see in granting your employees more autonomy?

Do you have any anxieties or fears about what would happen if you granted your team greater autonomy?
What are they?

Based on your own ideas create a plan for increasing autonomy on your team.

Connecting Your Work with Purpose - YOU

What would happen to your team if your position suddenly went away?

How does your team benefit if/when you consistently bring your best effort to work?

Who are the people that benefit from your service? What are the different ways in which they benefit?

Using your answers to the questions above, write one (1) sentence that reflects your personal sense of your mission at work.

What is the link between your work and IRS's mission to "Provide America's taxpayers top-quality service by helping them understand and meet their tax responsibilities and enforce the law with integrity and fairness to all?"

What are some ways that you can remind yourself of the purpose that you serve at work? What are some things you can do to contribute more meaningfully to that purpose?

Connecting Your Work with Purpose – YOUR TEAM

What would happen to your team if your employee's position suddenly went away?

How would your team benefit if your employee had consistently high performance?

Who are the people that benefit from the service of your employee? What are the different ways in which they benefit?

Using your answers to the questions above, write one sentence that reflects your personal sense of the mission of your employee.

What is the link between this employee's work and IRS's mission to "Provide America's taxpayers top-quality service by helping them understand and meet their tax responsibilities and enforce the law with integrity and fairness to all?"

How can you help your employee connect their work to an important purpose?