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February 20, 2019

VIA EMAIL ONLY

Re: FOIA No. UF-19-01

Attached please find a document, titled "Final Assessment Report", prepared by Duty First Consulting, dated December 9, 2016, which is the Udall Foundation's response to your Freedom of Information Act (FOIA) request of February 10, 2019, designated (as above) UF-19-01. The Udall Foundation considers this to be a COMPLETE RESPONSE to your request. All responsive documents are being provided. All fees are waived.

You requested the following document:

Organizational Assessment and Action Plan for the Udall Foundation, provided in 2017 by contractor Duty First Consulting LLC under contract IND16PD01115 and parent award GS00F221CA.

While the document is provided in its entirety, it should be noted that the document was intended for the internal use of the Foundation and has been treated in that manner since its receipt in 2016.

The Udall Foundation considers this a final response to the referenced FOIA request. Please feel free to contact me with any questions at rosen@udall.gov or at 520.901.8552.

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MARC ROSEN
General Counsel

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Attachment: Final Assessment Report, Duty First Consulting, December 9, 2016



Final Assessment Report

Prepared by: Duty First Consulting

December 9, 2016

For Internal Distribution Only

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I. Executive Summary

Duty First Consulting (DFC) was contracted to perform an organizational assessment of the Morris K. Udall and Steward L. Udall Foundation (Udall Foundation). This organizational assessment was conducted over a three-month period, with the specific goal of identifying barriers to staff cohesiveness and continuity of services. The DFC team collected and reviewed information through document reviews, administering the Annual Employee Survey (AES), and individual interviews conducted with leadership, staff, and the Board. All employees completed the AES, and all employees participated in individual interviews (100% participation). The majority of the Board members participated in individual interviews.

DFC developed findings, recommendations to address opportunities for improvement, and a proposed action plan for implementation, which are all included in this report. The organizational assessment findings included both strengths and opportunities for improvement:

Organizational Strengths

1. High satisfaction with the work
2. Passion for the Udall Foundation's mission
3. Work life balance is supported

These organizational strengths are ones that are extremely important to any organization. The work and the mission are critical, and are areas that typically cannot be changed. The Udall Foundation should celebrate these and build upon these strengths.

Opportunities for Improvement and Recommendations

The opportunities for improvement outlined in this report are all areas where the agency can make changes in order to improve the functioning of the organization. In order to help the Udall Foundation address the opportunities for improvement, DFC identified eleven corresponding recommendations within three areas: communications, operations, and human capital processes.

Opportunities for Improvement	Recommendations
1. Ineffective communication vertically and horizontally	1. Improve the communication between the Institute, the Education Programs, the Operations team, and leadership
2. Lack of consistent communication and explanations about organizational changes and decision making	2. Increase consistent communication and explanations about organizational changes and decision making
3. Confusion amongst some staff about standard operating procedures (SOPs) and policies	3. Develop SOPs and clarify policies
4. Lack of clarity about roles and responsibilities within the organization	4. Clarify roles and responsibilities of the staff, the leadership team, and the Board
5. Lengthy recruitment process	5. Decrease the amount of time it takes to fill positions and provide updates on the status of vacancies
6. Lack of understanding about available HR resources and applicable HR laws	6. Improve communications about available HR resources to staff
7. Inconsistent on-boarding and off-boarding process	7. Improve consistency of on-boarding and off-boarding and document formal processes

Opportunities for Improvement	Recommendations
8. Missing competencies and proficiency levels required for each position	8. Develop a competency model for the positions in the Udall Foundation
9. Inconsistent leadership and supervisor practices and skills	9. Develop a formal training program for the leadership team and for supervisors
10. Lack of succession plan and career paths	10. Develop a succession plan for the Udall Foundation to include career paths
11. Inconsistent employee skills and workload	11. Develop a formal training program for staff that includes the existing individual development plans and internal training on federal requirements

These recommendations are included in the proposed action plan, which also includes our proposed action steps to implement the action plan. Implementing these recommendations across the Udall Foundation will help to make process improvements and create an environment in which Udall employees can be more successful in their roles. This will improve staff cohesiveness and continuity of services, and ultimately benefit the organizations and individuals that the Udall Foundation serves.

II. Project Background

Duty First Consulting (DFC) was contracted to perform an organizational assessment of the Morris K. Udall and Stewart L. Udall Foundation (Udall Foundation). The Udall Foundation was established by the U.S. Congress as an independent executive branch agency in honor of the legacy of Morris K. Udall and Stewart L. Udall. The Udall Foundation operates as a micro agency within the federal government and has a Board of Trustees. There are six education and environmental conflict resolution programmatic areas in place to fulfill the Udall Foundation's mission to promote leadership, education, collaboration, and conflict resolution in the areas of environment, public lands, and natural resources.

Each of the education and environmental conflict resolution programs support the Foundation's mission, yet each service line operates relatively independently of the other, with respect to functionality and operations. Through its education programs, the Udall Foundation awards scholarships, fellowships, and internships to students in environmental fields of study and to American Indians and Alaska Natives in health care and tribal public policy fields. The Udall Foundation also funds work at the Native Nations Institute and Udall Center for Studies in Public Policy, both located at the University of Arizona. In addition, the environmental conflict resolution programs provide mediation services and training to various customer groups. Operationally, these areas are significantly different. Specifically, program funding comes from different sources, including both trust funds and federal appropriations. There are varying regulations that accompany each of these funding sources, as well as budget constraints and fluctuations. These organizational attributes greatly affect the way that work gets done and makes cross-collaboration and communication between programmatic areas challenging. Lean staff structures within programmatic areas, frequent remote work, and travel requirements further limit opportunities for cross-collaboration. These challenges have created somewhat siloed functions and, therefore, a lack of staff cohesiveness.

In addition to the unique attributes mentioned above, the Udall Foundation has undergone some major structural, leadership, and operational changes in recent years. For example, in Fiscal Year (FY) 2013, the Udall Foundation conducted an organization development assessment, which resulted in changes to the organizational structure and leadership. The new structure reduced middle management and established

a new management team. Additionally, there have been extensive operational changes to ensure compliance with federal regulations. Though such compliance is required, the federal regulations have changed the way that Udall staff complete their day-to-day work, including more limitations of and internal controls over using appropriated funds, hiring contractors, and managing programs. These operational changes resulted in significant changes to processes and procedures for staff and have affected how staff provides services to clients. This, in combination with organizational structure and leadership changes, has created some barriers and challenges for the Udall Foundation.

To address some of the challenges in the Udall Foundation, the DFC team has conducted a thorough assessment of the current organizational climate, with the specific goal of identifying barriers to staff cohesiveness and continuity of services. This organizational assessment also specifically aligns with Strategic Goal 3 of the Udall Foundation's FY 2015-2018 Strategic Plan, in which the Udall Foundation seeks to support employee development and a working environment characterized by collegiality. With these goals in mind, the DFC team developed recommendations to address areas for improvement and an action plan for implementation, which are included in this report.

III. Methodology

The DFC team used a comprehensive and strategic approach to the organizational assessment of the Udall Foundation, incorporating individual involvement from all Udall Foundation Board of Trustees, leadership, and staff. For this assessment, the DFC team completed a document review, administered the Annual Employee Survey (AES), and conducted interviews with Board of Trustees, leadership, and staff. All employees completed the AES and all employees participated in individual interviews (100% participation). The majority of the Board members participated in individual interviews.

For each of these steps in data collection, our team used the information gained in initial data collection steps to inform subsequent steps. By doing so,

the DFC team could refine the assessment to maximize the amount of information collected about the organizational strengths and areas for improvement. Figure 1 outlines our methodology.

The first step to data collection included a thorough document review. The DFC team reviewed documents from the Udall Foundation to understand the organization's mission, strategy, structure, and prior challenges. Our team submitted a list of documents that would be beneficial to review, if available. The documents that the team did review are listed in the table below.



Figure 1: Organizational Assessment Methodology

Documents Reviewed
Udall Foundation Operations and Strategy: <ul style="list-style-type: none"> • Enabling Legislation • Udall FY 2015 Annual Performance and Accountability Report • Udall Foundation Strategic Plan • Udall Foundation Organizational Development Report
Board of Trustees and Staff Information: <ul style="list-style-type: none"> • Employee Contact List • Board of Trustees Contact List • Current Employee List for FY 2016 • Separated Employee List for FY 2016 (attrition data)
Human Resources: <ul style="list-style-type: none"> • Organizational Charts • Position Descriptions • Performance Plans • Pay Schedule
Udall Foundation Intranet: <ul style="list-style-type: none"> • Policies • Procedures • Communications

Table 1: Documents Reviewed for Organizational Assessment

As the DFC team continued to analyze the documents provided by the Udall Foundation, our team conducted a meeting with all Udall staff and leadership to communicate the organizational assessment. Specifically, the DFC team communicated the assessment goals, the survey and interview processes, and the project timeline. The meeting provided an opportunity to staff and leadership to discuss concerns and ask clarifying questions of the DFC team.

After communicating the assessment processes, our team administered the AES to all Udall Foundation leadership and staff. In the National Defense Act of Fiscal Year 2004, Congress established a requirement for federal agencies to conduct an annual survey for their employees to evaluate employee satisfaction and leadership management practices. In 2006, Office of Personnel Management (OPM) issued the final regulation mandating employee surveys and the 40 standard questions that must be included. These 40 items constitute the AES, which is a subset of the 80-question Federal Employee Viewpoint Survey (FEVS).

Specifically, the AES questions assess:

- Leadership and management practices that contribute to agency performance
- Employee satisfaction related to:
 - Leadership policies and practices
 - Work environment
 - Rewards and recognition for professional accomplishment
 - Opportunity for professional development
 - Opportunity to contribute to achievement of the organizational mission

DFC used an online survey tool, SurveyMonkey, to administer the survey and collect survey responses. The AES was distributed to all Udall employees, and 100% staff participation was achieved. The AES results

were tabulated and analyzed to identify trends in responses regarding the Udall Foundation's strengths and opportunities for improvement. Our team reported the survey data in summary form to ensure that individual responses were confidential and anonymity was protected. The summarized survey data can be found in the AES Report, which compares the Udall Foundation's AES results to the 2016 OPM AES government-wide results. The AES Report can be found in Appendix A.

The next step of the assessment included developing interview questions and protocol. Our team analyzed the trends in the AES Report and used these trends to refine the interview questions developed for interviews with the Board of Trustees, leadership, and staff. With this approach, the DFC team was able to focus on areas that would help to further uncover strengths and areas for improvement. The interview protocol, as found in Appendix B, was established to communicate the interview process and confidentiality to employees, and to ensure consistency. Interviews were scheduled for 30 minutes, but extended to 45 minutes, if needed. Our team distributed the protocol (including interview question categories, but not the interview questions) prior to conducting interviews. Additionally, for consistency, each interviewee group was asked the same set of assessment questions during the interviews. These questions can be found in Appendix C, and the type of information gathered per interviewee group is reported in the table below.

Interviewee Group	Interview Question Categories
Board of Trustees	<ul style="list-style-type: none"> • Udall Foundation history • Significant organizational changes • Organizational culture • Organizational strengths/weaknesses • Policies/processes
Leadership	<ul style="list-style-type: none"> • Organizational culture (included in initial interviews with FLT) • Communications • Decision making • Employee engagement • Employee development • Performance rewards/pay raises
Staff (non-supervisory employees)	<ul style="list-style-type: none"> • Organizational culture • Communications • Decision making • Employee engagement • Employee development • Performance rewards/pay raises

Table 2: Interview Question Categories per Interviewee Group

Using the standard interview guides that the DFC team developed, our team conducted interviews with the Board of Trustees, leadership, and staff. DFC conducted in-person interviews with all available staff and leadership in the Udall Foundation offices in Washington, DC and Tucson, Arizona. Our team conducted phone interviews with remote employees and others who were not available to meet in person. The DFC team successfully interviewed every staff member and leadership (that were not on extended leave) and the majority of the Board of Trustee members. Each interviewee had the opportunity to provide input on the improvements he or she would like to see as a result of the organizational

assessment of the Udall Foundation. Also, employees were provided with DFC contact information to provide additional feedback after the interviews, if desired.

IV. Findings

The findings in this section were informed by the data gathered through document review, administering the AES, and the interviews conducted with leadership, staff, and the Board. This section of the report describes the key findings from the assessment, which includes both the organization's strengths and opportunities for improvement. The findings in this section represent information that was supported by patterns or themes in responses to either AES items or interview questions. There may be some individual responses that are not described in this section of the report because they do not represent common themes that seemed to be shared amongst a portion of the staff, leadership, and/or Board members. The major findings are listed below. Opportunities for improvement fall under three main topics or categories: communication, operations, and human capital processes.

Organizational Strengths

1. High satisfaction with the work
2. Passion for the Udall Foundation's mission
3. Work life balance is supported

Opportunities for Improvement

Communications

1. Ineffective communication vertically and horizontally
2. Lack of consistent communication and explanations about organizational changes and decision making

Operations

3. Confusion amongst some staff about some SOPs and policies
4. Lack of clarity about roles and responsibilities within the organization
5. Lengthy recruitment process

Human Capital Processes

6. Lack of understanding about available HR resources and applicable HR laws
7. Inconsistent on-boarding and off-boarding process
8. Missing competencies and proficiency levels required for each position
9. Inconsistent leadership and supervisor practices and skills
10. Lack of succession plan and career paths
11. Inconsistent employee skills and workload

This section provides a summary of the data gathered that supports each of these major findings.

Organizational Strengths

1. High satisfaction with the work

The results for several of the questions in the AES suggest that most staff feel that their work is meaningful and overall employees like the work they are doing on a day-to-day basis. When asked about whether work gives a feeling of personal accomplishment, 73.9% of respondents answered positively, which is higher than the government-wide response rate. Additionally, 82.6% of respondents said that they liked the kind of work they did. This provides strong evidence that overall the Udall Foundation's employees are satisfied with the work they are doing on a day-to-day basis. During interviews, the DFC team also heard from many of the employees that they enjoyed the work they were doing. This seemed to hold especially true for staff involved in program work.

2. Passion for the Udall Foundation's mission

The information gathered during the assessment suggests that overall the Udall Foundation's employees believe that the mission of the organization is important. This statement is supported by 100% of the AES respondents either agreeing or strongly agreeing with the statement, "my work is important." Additionally, during interviews the DFC team also heard from many employees that they felt passionate about the mission of the organization and thought the organization had an important role in supporting Native nations, leadership development, education, and conflict resolution. The Board members also shared this sentiment. Many expressed feelings of honor for being a part of the Board of Trustees for an organization that has such an important mission and placed great value on the programs that the Foundation offers.

3. Work life balance is supported

The information gathered from both the AES and the interviews suggests that the majority of staff feel they have a healthy work life balance. According to the results of the AES, 77.2% of respondents felt that their supervisors supported their need to balance work and family issues. The responses to this survey item indicate that a large portion of the organization feels that leadership understands the importance of life outside of work. There was also evidence supporting this finding that was gathered during the interviews.

Opportunities for Improvement

Communication

1. Ineffective communication vertically and horizontally

The data gathered through the organizational assessment suggests that the different departments within the Udall Foundation may not collaborate or share ideas frequently enough. The DFC team found that there was very little interaction or communication between the Institute staff, the Education Program staff, and the Operations team beyond the conversations required to complete the day-to-day work. This communication is important in order to ensure that the Udall Foundation is one cohesive organization versus departments operating completely independently of each other. During the interviews, several staff reported that they had a lack of understanding about the objectives and accomplishments of programs they were not directly involved in managing. Increasing the frequency of communications and interactions between the staff in the various departments and programs may result in improved staff cohesiveness and the sharing of ideas, which could result in more creative work solutions. Staff

cohesiveness is important in order for employees to feel like they are part of one organization versus just a member of their specific team. Additionally, the data gathered during the interviews provides evidence that staff feel there is a lack of clear communication between leadership and employees. This evidence suggests that employees do not feel that leadership clearly communicates policies and procedures that affect the day-to-day work of staff.

Some of the Board members also shared this perspective with respect to communications about program work taking place within the Foundation. The Board members that were interviewed had varying levels of awareness of programmatic updates and seemed to be more aware of Education programs than the Institute programs. They also reported little interaction with Udall staff, and while interaction with staff may be out of scope in terms of the Board's overall role within the Foundation, the Board members that did express interest in gaining more awareness of Udall programs feel that it is important for them to be engaged in this area. Recently, as a result of the strategic planning process, some Board members have been "assigned" to specific programs to serve as a "mentor" to staff. This practice will allow Board members to be more engaged by having the opportunity to gain understanding of the depth of the Foundation's programs and to interact with the staff. The Foundation could potentially use this practice in other areas to increase cross-collaboration and communication between Education and Institute teams.

2. Lack of consistent communication and explanations about organizational changes and decision making

During the organizational assessment, the DFC team found that there was a lack of consistent communication and explanations between leadership and staff regarding organizational changes and the decision making process. Specifically, there was much concern voiced about the Director of the Institute taking extended leave and this information not being communicated to staff. It was found that this lack of clear explanations between leadership and staff contributed to the staff's distrust of leadership. This lack of trust is further supported by the results of the AES. When asked as part of the AES whether staff had trust and confidence in their supervisors, only 47.8% agreed with this statement. Additionally, another question in the AES asked employees how satisfied they were with the information they received from management about what is going on in their organization and 40.9% of staff responded that they were either dissatisfied or very dissatisfied with the information they received. This evidence suggests that staff do not feel that leadership is providing the information that they desire about the activities of the organization.

The results from question 34, which asked how satisfied employees were with their involvement in decisions that affect their work, suggests that several respondents (36.4%) are dissatisfied or very dissatisfied with their level of involvement in decisions about their work. Also, when asked if employees have a feeling of personal empowerment with respect to work processes, 52.4% disagreed with that statement on the AES. In order to further explore this issue, during the interviews, the DFC team asked employees about the Udall Foundation's decision making process and what they thought was working well and where there were opportunities for improvement. The responses to this question suggest that employees do not understand the organization's decision making process and are frustrated with their own lack of involvement in this process. This was especially true with regards to decisions that affected the day-to-day work of staff.

The Board members that were interviewed did not share this perspective about communications regarding organizational changes and decision making. Through the interviews, it was discovered that the Board demonstrates a good communications practice by inviting all Udall leadership and staff to their bi-annual meetings. This provides a great opportunity for staff to become aware of the strategic decisions and high-level organizational changes that are being discussed.

Operations

3. Confusion amongst staff about SOPs and policies

The interviews provided evidence that suggests many of the employees are unclear about the Udall Foundation's standard operating procedures (SOP) and that there is inconsistency in following them. Some of the operating procedures employees mentioned confusion over include travel, supply requests, performance management, salary or step increases, contracting, and the process for requesting training. The DFC team also found that policies and operating procedures were frequently updated and there was not a consistent method for communicating these changes to all staff. Data gathered during interviews suggests that changes in SOPs and policies were often discussed during all-staff meetings. However, many of the staff reported being unable to attend these discussions due to program work and travel requirements, which resulted in staff not receiving information about the processes and policies that were changing. Although there were other means of communicating processes and policies, such as the Udall Foundation's Intranet, Directors have been responsible for communicating SOPs to staff. These communications may be inconsistent across Directors.

4. Lack of clarity about roles and responsibilities within the organization

A clear understanding of the roles and responsibilities an individual is responsible for is crucial in ensuring a productive work environment within the organization. One of the questions asked during the interview process was "what do you think could be changed within the Udall Foundation in order to help increase employee engagement and productivity?" The responses to this interview question suggest that a large portion of employees feel that there is a lack of clarity between the roles and responsibilities of Program Associates and Program Managers. The DFC team also found there was a lack of understanding about the role of the leadership team in making decisions about specific programs. Specifically, there was confusion around what types of decisions related to operating programs should be made by FLT versus the Program Manager. The interviews also showed that there is some confusion among staff about the Board's role. The Board reported that their role was more of an advisory and strategic role. They reported that although they should be operating at a macro level, they have been more involved in some administrative matters in the last few years to ensure continuity of services. This could be the cause of some confusion regarding when and how the Board gets involved within the Foundation.

The results of the assessment also suggest that staff do not have backups who are responsible for stepping in when an employee is out of the office. This can affect continuity of services for two reasons. First, customers may not know who to reach out to when their main point of contact is out of the office, which can cause delays in timelines and deliverable due dates. Secondly, not having a backup can affect the time it takes for an important internal decision to be made that will have a direct impact on the programs.

5. Lengthy recruitment process

The Udall Foundation currently has several vacancies. Due to these vacancies, many employees feel they have to take on an unreasonable workload to compensate for the vacant positions. The interviews uncovered that positions can take several months to fill because of the lengthy recruitment process. When asked about recruitment, staff reported being unclear about the process and why vacant positions took several months to fill. Additionally, it was reported that there are a lack of updates provided to staff about the status of openings, which caused anxiety amongst staff because they were unsure when they would be receiving additional support to assist with the workload.

Human Capital Processes

6. Lack of understanding about available HR resources and applicable HR laws

During the organizational assessment, DFC found that several of the employees did not understand what HR resources were available to them through the General Services Administration (GSA). Specifically, it was determined that while the Udall Foundation has a contract with the GSA for general HR support, the employees do not have a phone number they can call to speak with a GSA representative about HR related questions. Additionally, several of the responses to the interview questions suggest that staff do not understand their rights as an employee of the Federal Government.

7. Inconsistent on-boarding and off-boarding processes

Evidence from the interviews suggests that the Udall Foundation lacks a clear on-boarding process for new employees. During the organizational assessment, several individuals stated that they felt they had not received proper on-boarding when they were hired into their position. Specifically, several employees felt they had not received the training, resources, and information required to be successful in their roles. Many of the employees also said that they had not received sufficient information about the programs they would be managing. Additionally, interview responses suggest that staff did not receive clear information about available HR resources, the role of the Board, internal policies and processes, performance management, or training requests.

One of the pieces of information analyzed as part of the document review process was attrition data. This information provides evidence that the Udall Foundation has had a high amount of turnover during the last few years. During interviews with staff and leadership, it was determined that exit interviews had not been administered to staff who had left the organization. The information gathered through exit interviews is important as it provides insight into why staff are leaving. This information can be used to address these issues, so that additional employees do not leave for the same reason. Exit interviews are a good source of data to help leadership identify and address barriers to employee retention.

8. Missing competencies and proficiency levels required for each position

There is a lack of understanding about which competencies and proficiency levels must be demonstrated by Institute staff in order to be successful in their roles. This was evidenced by responses to interview questions that suggest several of the employees aligned to the Environmental Conflict Resolution (ECR) team do not understand what competencies and proficiency levels are required for the different levels within the Institute. The DFC team also found that the position descriptions for the Institute staff are written in a way that does not make it clear which competencies and levels of proficiency are required for each of the positions. Additionally, the responses from question 8 from the AES indicate that only 47.6%

of the workforce felt that their work unit is able to recruit people with the right job-relevant knowledge and skills required to accomplish the organization's goals.

9. Inconsistent leadership and supervisory practices and skills

Through the interviews, it was determined that FLT members are inconsistent in their leadership practices and support. Also, several of the individuals in supervisory positions have not received formal training in the roles and responsibilities of a supervisor in the Federal Government. There is evidence from interviews and the AES responses that suggests employees are not satisfied with the support they are receiving from leadership. One of the reasons for this dissatisfaction could be due to what staff perceive as delayed responses to requests from members of the leadership team. Delays in requests and communicating decisions to employees can affect the ability of employees to get their work done in a timely manner, which can lead to delays in the services provided to customers.

Only 31.8% of employees indicated that they were satisfied with the policies and practices of the senior leaders, based on the AES results. Another question in the AES asked employees whether they felt leaders generated high levels of motivation and commitment in the workforce; 52.4% of the employees responded that they either disagreed or strongly disagreed with this statement. Another question in the AES asked employees if managers/supervisors/team leaders worked well with employees of different backgrounds. The results of this question showed that 27.3% of respondents do not think leadership works well with employees of different backgrounds. Leaders and supervisors may benefit from training on supervisory skills such as administering consistent policies and practices, managing a diverse workforce, developing employees, and strategies for motivating staff.

10. Lack of succession plan and career paths

It is important for the Foundation to develop a succession plan to proactively plan for natural attrition and identify future leaders for the organization. Developing a succession plan is also important because it will help to secure the future of the organization and ensure that the Udall Foundation will continue to promote the legacy of Mo and Stewart Udall. Through the assessment, it was determined that the Udall Foundation has not developed a succession plan or career paths for employees. This assumption is primarily supported by interviews that took place with Board members and leadership.

Developing clear career paths for staff provides motivation for employees to stay within an organization because there is the opportunity for upward mobility. The Udall Foundation currently does not have many opportunities for internal promotions as evidenced by information gathered through the AES and interviews. The responses to question 35 of the AES indicate that 27.3% of respondents are either dissatisfied or very dissatisfied with the opportunity they have to get a better job within their organization (50% of respondents were neutral, with only 27.7% answering this question positively). When the DFC team asked employees during interviews whether they felt there was opportunity for internal promotion, several of the staff within the Education Program and the Institute expressed concerns that they did not think that there was room for upward mobility. Additionally, several of the Institute staff voiced confusion about the promotion process from Program Associate to Program Manager. While the Foundation is small, and opportunities for advancement are somewhat limited, in several areas career paths would be appropriate and beneficial.

11. Inconsistent employee skills and workload

The data gathered through the organizational assessment suggests that the Udall Foundation may need to increase the emphasis on providing appropriate career-related training. The DFC team found that, while most employees had individual development plans, a lot of the staff did not have the time to take the training due to their workload. Almost a third of respondents in the AES said that they were either dissatisfied or very dissatisfied with the training they were receiving for their current job. To further explore this area, the DFC team asked all non-supervisory employees what resources and/or training were provided to employees to help them be successful in their roles. The feedback to this question provided mixed responses. Overall, employees expressed that they had received the trainings required for all federal employees. Some employees did feel that they received sufficient training while others felt that they were not receiving enough training on topics including contracting and technical skills that were required for their roles. Additionally, the DFC team asked staff if they had received cross-training on other positions, and all of the staff surveyed on this topic reported they had not received cross-training. Cross-training employees within key positions was one of the performance goals identified in the organization's current Strategic Plan and is important to ensure there is continuity of services. In addition, several staff indicated that there are inconsistencies in workload amongst employees and positions.

V. Recommendations

Organizational Strengths

While the recommendations section of this report focuses mainly on the opportunities for improvement, it is important for the organization to focus and continue building upon its strengths as well. The Udall Foundation's organizational strengths (work, mission, and work life balance) are important to the future of the organization. The work and the mission are critical, and are areas that typically cannot be changed. The Foundation should celebrate these and build upon these strengths. The Udall Foundation is a government agency with a very unique mission, which staff are very passionate about supporting. The organization needs to continue celebrating this strength and also ensure that staff who are hired in the future are passionate about the work and the mission. Additionally, the leadership team should continue to reinforce the importance of the mission and the work that the organization is charged with accomplishing in supporting Native nations, leadership development, education, and conflict resolution.

Opportunities for Improvement

The opportunities for improvement outlined in this report are all areas where the agency can make changes in order to improve the functioning of the organization. The recommendations in this section are intended to address the opportunities for improvement identified in the last section (the recommendation numbers correspond to the opportunities for improvement numbers in the previous section). The recommendation tables are organized based on the three main categories for improvement: communications, operations, and human capital processes.

Communications

Recommendation	Intended Outcome
1. Improve the communication between the Institute, the Education Programs, the Operations team, and leadership	Increase collaboration and sharing of ideas to help staff be more engaged and to build a more cohesive workforce
2. Increase consistent communication and explanations about organizational changes and decision making	Improve trust between staff and the leadership team

Table 3: Communication Focused Recommendations

Operations

Recommendation	Intended Outcome
3. Develop SOPs and clarify policies	Help employees understand and be able to reference the Udall Foundation's existing policies and procedures
4. Clarify roles and responsibilities of the staff, the leadership team, and the Board	Improve the continuity of services by ensuring everyone understands what their role is in ensuring the organization is able to provide outstanding services to customers
5. Decrease the amount of time it takes to fill positions and provide updates on the status of vacancies	Help with workload distribution by providing a faster process for filling vacant positions

Table 4: Operations Focused Recommendations

Human Capital Processes

Recommendation	Intended Outcome
6. Improve communications about available HR resources to staff	Help employees understand their benefits and rights as a government employee and know who to call with HR related questions
7. Improve consistency of on-boarding and off-boarding and document formal processes	A standard on-boarding process will help new employees gain a basic understanding of the organization and the policies and procedures through which it operates. Implementing a formal off-boarding process, which includes exit interviews/surveys would help leadership better understanding why employees are leaving and allow them to identify and address barriers to employee retention
8. Develop a competency model for the positions in the Udall Foundation	Improve the Udall Foundation's ability to recruit, train, and retain high performing staff as well as provide a tool to assist with succession planning

Recommendation	Intended Outcome
9. Develop a formal training program for the leadership team and for supervisors	Help leaders and supervisors be better equipped to manage, motivate, and develop the employees they oversee as well as to better understand the requirements of a supervisor in the Federal Government
10. Develop a succession plan for the Udall Foundation to include career paths	Identify the future members of the Foundation Leadership Team (FLT) as well as help in starting to determine the organization's legacy; developing career paths for employees to receive internal promotions, such as Program Associate to Program Manager, may also help the organization increase employee retention because staff will feel they have the opportunity for upward mobility
11. Develop a formal training program for staff that includes the existing individual development plans and internal training on federal requirements	Ensure that employees have the technical and soft skills required to be successful in their roles, resulting in increased organizational performance

Table 5: Human Capital Focused Recommendations

VI. Action Plan

Organizational Strengths

The DFC team recommends that the Udall Foundation continue to emphasize its strengths of high satisfaction with the work, passion for the mission, and support for work life balance. Continuing to emphasize these strengths and celebrate what has been working well is important to ensure the legacy of the organization. The leadership team should continue to support employees in their needs related to balancing work and family.

Opportunities for Improvement

We are providing a proposed action plan for each of the recommendations outlined above. The action plans will provide a clear strategy of how the Udall Foundation can address the opportunities for improvement. The action plan for each recommendation includes a proposed approach.

The action plans are separated into three tables based on the three main categories for improvement: communications, operations, and human capital processes.

Communications

Recommendation	Proposed Approach
1. Improve the communication between the Institute, the Education Programs,	1. Gather and review information and benchmark best practices: Review frequency and quality of current internal communications. Review best practices and industry standards for effective internal communications and team building activities.

Recommendation	Proposed Approach
the Operations team, and leadership	<ol style="list-style-type: none"> 2. Develop formal communications processes: Using best practices, increase the effectiveness of internal communications between leadership and staff. Leadership communications to staff could include things like sending out meeting minutes for all-staff meetings (to ensure that all employees who are unable to attend know what they missed, and to hear about any new policies/procedures that were discussed); implementing mandatory team meetings as follow-up to all-staff meetings where leadership and the staff they supervise discuss questions, issues, and new policies, and potentially developing a brief newsletter with program updates. 3. Develop a team-building program: Using best practices, develop and implement team-building activities to improve cohesiveness between Udall program groups. Practice these activities once a quarter with available staff. 4. Gather feedback regarding communications and team building program: Develop a survey to measure staff's perceptions on the effectiveness of internal communications and team building programs.
2. Increase consistent communication and explanations about organizational changes and decision making	<ol style="list-style-type: none"> 1. Research best practices: Collect best practices related to internal communications and increasing transparency at other agencies of similar size. 2. Develop process for formal communications: Using best practices, develop a formal communications process to implement when a policy, process, or program changes and to use when an impactful organizational decision is made. Communicate the government policies and regulations that are the impetus for organizational changes. Communications should be intended to notify staff of the organizational change(s) and should include points of contact for internal operations (e.g., when leadership or staff are unavailable). Post the new policies and/or regulations so that staff are aware of the changes. 3. Hold informal team meetings: FLT should schedule recurring team meetings with Institute and Education teams. The meeting agenda should include things like sharing how programs are going, determining task coverage for staff that are out, and discussing issues. FLT should use this time to communicate awareness of issues and steps that are being taken to handle any existing issues.

Table 6: Action Plan for Communications Focused Recommendations

Operations

Recommendation	Proposed Approach
3. Develop SOPs and clarify policies	<ol style="list-style-type: none"> 1. Identify existing SOPs and policies that are important within the Udall Foundation: Interview staff to determine the important SOPs and policies and identify which ones confuse employees. This may include some of the following internal processes and policies: travel, performance management, salary increases, contracting, training requests, recruitment, and promotions. 2. Develop a standardized template for processes: Create a standard format to use for all of the SOPs. All SOPs should be put into this format so that the same information is provided for each process. 3. Develop a standardized template for policies: Create a standard format to use for policies. All policies should be put into this format. 4. Designate an individual to be responsible for updating the SOPs and policies: Determine someone who will be responsible for periodically updating the SOPs and policies as they change and also uploading new ones. 5. Determine a centralized location for all of the SOPs and policies: Identify a place, potentially on the Udall Foundation's Intranet, where electronic copies of the SOPs can be stored. Put all of the SOPs in the centralized location and communicate this to all staff. The SOPs should also be communicated to new employees on their first day. Additionally, it is important to continue uploading new and updated organization-wide policies to the Udall Foundation's Intranet.
4. Clarify roles and responsibilities of the staff, the leadership team, and the Board	<ol style="list-style-type: none"> 1. Clarify the roles and responsibilities of the Program Associate (PA) versus the Program Manager (PM) roles: Communicate the difference in roles of the PA versus the PM position. This would include clarifying the types of tasks and responsibilities PAs and PMs have when supporting programs. This information should be clear in position descriptions, performance goals, and also be verbally communicated to employees when they start and also during performance reviews. 2. Communicate the role of the Board: Clarify the role of the Board of Trustees with Udall Foundation staff. Ensure employees understand which types of decisions the Board is responsible for making for the organization. This information should be communicated to staff during orientation. 3. Determine the role of FLT in decisions related to individual programs: Communicate to staff which decisions related to operating programs should be made by staff managing the program and which ones should be made by leadership. This is information that should be communicated to staff when they start and during performance reviews in order to manage expectations.

Recommendation	Proposed Approach
	4. Identify back-ups for staff and leadership: Determine individuals who will serve as backups for when employees are out on leave. This is important in order to ensure the continuity of services for both staff and external customers. Communicate this information to staff and put it on out-of-office emails so that staff and external customers know whom they can contact, if they have an urgent request. This is especially important when someone will be out for an extended period of time.
5. Decrease the amount of time it takes to fill positions and provide updates on the status of vacancies	<p>1. Identify obstacles in the recruitment process and develop strategies to address them: Analyze the current steps in the recruitment process. Research government regulations regarding recruitment. Using this information, determine which steps in the recruitment process can become more efficient in order to decrease overall recruitment time. Develop a strategy to modify the recruitment process to reduce the amount of time it takes to fill vacancies. Implement the strategy to decrease hiring time.</p> <p>2. Communicate the current recruitment process and status of vacancies to staff: Clarify the recruitment process to staff so that there is a clear understanding of all the steps involved in hiring someone into the Federal Government. Additionally, Directors should periodically provide updates to their teams about the status of vacancies on their team. This will help the staff understand why it is taking so long to fill vacancies, which can alleviate anxiety amongst staff who are unsure when they will be receiving additional support to assist with their workload.</p>

Table 7: Action Plan for Operations Focused Recommendations

Human Capital Processes

Recommendation	Proposed Approach
6. Improve communication about available HR resources to staff	<p>1. Gather and review information: Collect information about existing HR policies and resources available to employees through GSA. Collect points of contact (POCs) and contact information for each HR policy and resource available through GSA.</p> <p>2. Provide an opportunity for GSA contact to introduce herself/himself to staff: Introduce a GSA contact at an all-staff meeting (or similar) so that staff is aware of the HR services provided by GSA and give staff an opportunity to ask questions.</p> <p>3. Create a Frequently Asked Questions (FAQ) document: Create a document to include high level answers to frequently asked questions (e.g., benefits, Equal Employment Opportunity, retirement, sick leave) as well as POCs and contact information for each question type.</p> <p>4. Distribute the FAQ document: Send to all staff via email and post to Udall Intranet (a central location) for reference.</p>

Recommendation	Proposed Approach
	<p>5. Assign a POC: Identify an internal POC responsible for answering questions about the information source and ensuring that the FAQ and HR Resource contact information is up-to-date.</p>
<p>7. Improve consistency of on-boarding and off-boarding and document formal processes</p>	<p>1. Create a standardized orientation for new employees: Identify what information to include in orientation by interviewing staff who have been hired within the last year and determine which information was useful for them to receive on their first day and what additional information would have been helpful. Some of the types of information that would likely be included are as follows: information about internal HR processes, contact information for GSA HR, information about the role of the Board, information about the different programs within the Udall Foundation, information about promotions, details about salary/step increases, and important policies/processes within the Udall Foundation. This information would be gathered and put into a combination of packets and a presentation for new hires.</p> <p>2. Designate someone to be responsible for on-boarding new employees: Identify an individual who will be responsible for presenting the orientation material to new hires. This individual should also walk the new hire around the office and introduce her/him to the rest of the staff.</p> <p>3. Develop a new hire on-boarding checklist: Create a checklist with all of the on-boarding activities that will need to be completed within the new hire's first three months of employment. Some of the listed action items could include discussing expectations and goals with Supervisor, reading through all relevant SOPs, and completing any training required for compliance.</p> <p>4. Designate an individual to be responsible for the off-boarding process: Identify someone who will be responsible for making sure that employees who are leaving the organization complete all of the action on the off-boarding checklist and respond to the exit interview.</p> <p>5. Develop an off-boarding checklist: Create a checklist that includes all of the actions that have to be completed as part of the off-boarding process. Some of the actions may include returning equipment, updating out-of-office messages, and completing exit interviews/surveys.</p> <p>6. Develop and administer exit interviews/surveys: Administer exit interviews/surveys to employees as they are departing the organization in order to understand their reason for leaving. This information can be used to identify strategies for retaining remaining employees and help ensure that multiple employees are not leaving for the same reason.</p>

Recommendation	Proposed Approach
8. Develop a competency model for the positions in the Udall Foundation	<ol style="list-style-type: none"> 1. Collect and review available information: Review position descriptions and other available information for each of the positions within the Udall Foundation. 2. Develop preliminary competency framework: Using the information gathered during Step 1, determine how many competency models will be developed and the framework (e.g., by level, by position, by occupational series, etc.) and develop an initial list of applicable competencies and definitions. Simultaneously, draft proficiency level (PL) definitions, which indicate the level at which each position must demonstrate the competency throughout their work. The PLs may range from 1 to 5, with 1 being a novice and 5 being expert level. 3. Develop and administer competency questionnaire: Create a competency questionnaire, in order to gather additional information about the competencies required to be successful in each position. The questionnaire would be administered to staff and leadership. The questionnaire will allow employees to select the competencies and associated PLs that are required to be successful in their roles. 4. Develop draft Competency Model: The data gathered from the questionnaire would be analyzed and used to develop a draft Competency Model for the Udall Foundation. The model would include definitions for the competencies, standardized key behaviors, and the target PLs for each competency for each position within the organization. 5. Validate and finalize Competency Model: Validate the proposed competency model by conducting focus groups and interviews with Udall employees. The model would then be updated with the feedback and the revised competency model would be sent to FLT for final approval. 6. Communicate and link the Competency Model to HR processes: Align the newly validated competency model to the performance standards and the recruitment and selection process for each position.
9. Develop a formal training program for the leadership team and for supervisors	<ol style="list-style-type: none"> 1. Identify competency (skill) requirements: Identify competency requirements and proficiency levels as defined in the competency model(s) developed for the Udall supervisory positions, including FLT. 2. Research best practices: Research leadership and supervisor training programs at other federal agencies. 3. Develop a standard training curriculum: Using best practices and identified competencies, standardize leadership training by providing a list of required courses that any Udall leader/manager in a supervisory position must take to improve leadership skills (e.g., executive coaching, how to be a Leader or Supervisor in the

Recommendation	Proposed Approach
	<p>government, how to discipline employees, professionalism, team building, performance feedback, communicating difficult messages, motivating staff, and conflict management). Communicate training expectations to Udall leaders/managers by posting the training curriculum to the Udall Intranet.</p> <p>4. Measure the results of the training program: Develop and administer an annual skills assessment using the competency requirements and proficiency levels identified in the competency model.</p> <p>5. Modify the training program as needed: Add or remove courses from the standard training curriculum as necessary. Ensure that changes are communicated to all in supervisory positions.</p>
<p>10. Develop a succession plan for the Udall Foundation to include career paths</p>	<p>1. Develop a Succession Plan for FLT: Prepare a succession plan for the Udall Foundation's top leadership that would include internal employees. Developing a succession plan includes the following steps: identify employees to include, define job requirements, determine employees to include who are high potential and could fill the critical role, identify the training and development required for the high potential employees to be qualified for the position, implement the plan, and then monitor and update it as the needs of the organization change.</p> <p>2. Communicate the legacy of the organization: Identify strategies to ensure the legacy of the organization is not forgotten as attrition occurs. It is important to make sure the legacy of the Udall Foundation is communicated to new employees during orientation. It is also important that the legacy of the organization be communicated to customers receiving the ECR services and also to individuals participating in the education programs. It is also important to ensure that the Udall Foundation remains in contact with former internship and scholarship recipients to make sure the organization's legacy is also communicated to them.</p> <p>3. Create career paths for employees to receive internal promotions: Identify career paths for employees so that there is room for upward mobility in the organization. One such career path could be from PA to PM. To develop the career path for PA to PM the Udall Foundation would have to compare the competencies required for the PA position to the PM position and identify the gap between the two. The competency gap would help determine the developmental areas a PA would need to work on before being qualified for the PM position. It is also very important that the career path is communicated to staff throughout the organization so that employees are aware there is the opportunity for upward mobility.</p>

Recommendation	Proposed Approach
11. Develop a formal training program for staff that includes the existing Individual Development Plans and internal training on federal requirements	<ol style="list-style-type: none"> 1. Identify competency (skill) requirements: Identify competency requirements and proficiency levels based on the information provided in the Udall Foundation's competency models. 2. Develop a standard training curriculum: Using existing Individual development plans, standardize staff training by providing a list of required courses/trainings that will improve skills of Udall staff (e.g., contracting, technical skills, Udall program cross-training, mediation, and conflict resolution). All of the training provided on the list should align with the critical competencies identified for each position in the competency model. These trainings should be in addition to the federal training courses that are currently required for Udall staff. Communicate training expectations to staff by posting the training curricula to the Udall Intranet. 3. Measure the results of the training program: Develop and administer an annual skills assessment using the competency requirements and proficiency levels identified in the competency model. 4. Modify the training program as needed: Add or remove courses from the standard training curriculum as necessary. Ensure that changes are communicated to Udall staff.

Table 8: Action Plan for Human Capital Focused Recommendations

Appendix A – Annual Employee Survey Report



Annual Employee Survey Report Udall Foundation Results

Prepared by: Duty First Consulting

November 3, 2016

Introduction

This report provides the Udall Foundation's 2016 responses to the Annual Employee Survey (AES) compared to governmentwide results for the same questions within the 2016 Federal Employee Viewpoint Survey (FEVS). The 2016 FEVS response data in this report is weighted to represent the sample population, taking factors such as the number of employees in the survey population and agency size into account. These data are publicly available through the United States Office of Personnel Management (OPM).

The definitions for the Positive, Neutral, and Negative response percentages vary across the three primary response scales used in the survey:

- Positive: Strongly Agree and Agree / Very Satisfied and Satisfied / Very Good and Good
- Neutral: Neither Agree nor Disagree / Neither Satisfied nor Dissatisfied / Fair
- Negative: Disagree and Strongly Disagree / Dissatisfied and Very Dissatisfied / Poor and Very Poor

Positive, Neutral, and Negative percentages are based on the total number of responses (N) that are in these three categories. The number of Do Not Know (DNK) or No Basis to Judge (NBJ) responses, where applicable, is listed separately. Please note that responses may not add up to 100% due to rounding.

Response Summary

	Surveys Completed	Response Rate
Governmentwide	406,992	45.8%
Udall Foundation	23	100%

Personal Work Experiences

1. *The people I work with cooperate to get the job done.*

	N	Positive	Neutral	Negative
Governmentwide	406,886	73.3%	13.5%	13.2%
Udall Foundation	23	60.9%	26.1%	13.1%

2. *I am given a real opportunity to improve my skills in my organization.*

	N	Positive	Neutral	Negative
Governmentwide	406,992	62.6%	16.3%	21.1%
Udall Foundation	23	56.5%	26.1%	17.4%

3. My work gives me a feeling of personal accomplishment.

	N	Positive	Neutral	Negative
Governmentwide	404,402	71.6%	14.3%	14.1%
Udall Foundation	23	73.9%	21.7%	4.4%

4. I like the kind of work I do.

	N	Positive	Neutral	Negative
Governmentwide	401,675	83.2%	10.8%	6%
Udall Foundation	23	82.6%	13.0%	4.4%

5. I have trust and confidence in my supervisor.

	N	Positive	Neutral	Negative
Governmentwide	398,003	67.4%	16.0%	16.6%
Udall Foundation	23	47.8%	26.1%	26.1%

6. Overall, how good a job do you feel is being done by your immediate supervisor/team leader?

	N	Positive	Neutral	Negative
Governmentwide	398,213	70.5%	17.4%	12.1%
Udall Foundation	23	52.2%	26.1%	21.7%

Recruitment, Development, & Retention

7. The workforce has the job-relevant knowledge and skills necessary to accomplish organizational goals.

	N	Positive	Neutral	Negative	DNK
Governmentwide	393,750	69.4%	17.3%	13.3%	6,753
Udall Foundation	21	71.4%	0.0%	28.6%	1

8. My work unit is able to recruit people with the right skills.

	N	Positive	Neutral	Negative	DNK
Governmentwide	392,412	42.6%	25.2%	32.2%	14,370
Udall Foundation	21	47.6%	23.8%	28.6%	1

9. I know how my work relates to the agency's goals and priorities.

	N	Positive	Neutral	Negative	DNK
Governmentwide	402,835	83.1%	9.9%	7.0%	1,337
Udall Foundation	22	95.5%	4.5%	0%	0

10. The work I do is important.

	N	Positive	Neutral	Negative	DNK
Governmentwide	399,340	90.3%	6.6%	3.2%	1,152
Udall Foundation	22	100%	0%	0%	0

11. Physical conditions (for example, noise level, temperature, lighting, cleanliness in the workplace) allow employees to perform their jobs well.

	N	Positive	Neutral	Negative	DNK
Governmentwide	403,735	65.7%	14.0%	20.3%	1,775
Udall Foundation	21	81.0%	19.0%	0%	1

12. Supervisors/team leaders in my work unit support employee development.

	N	Positive	Neutral	Negative	DNK
Governmentwide	392,465	65.6%	17.8%	16.6%	6,120
Udall Foundation	22	68.2%	13.6%	18.2%	0

13. My talents are used well in the workplace.

	N	Positive	Neutral	Negative	DNK
Governmentwide	394,751	58.4%	16.5%	25.1%	1,759
Udall Foundation	22	59.1%	31.8%	9.1%	0

14. My training needs are assessed.

	N	Positive	Neutral	Negative	DNK
Governmentwide	401,073	52.9%	22.9%	24.2%	4,002
Udall Foundation	21	57.1%	19.0%	23.8%	1

Performance Culture

15. Promotions in my work unit are based on merit.

	N	Positive	Neutral	Negative	DNK
Governmentwide	376,444	34.5%	27.6%	38.0%	27,943
Udall Foundation	18	61.1%	16.7%	22.2%	4

16. In my work unit, steps are taken to deal with a poor performer who cannot or will not improve.

	N	Positive	Neutral	Negative	DNK
Governmentwide	363,758	29.3%	27.1%	43.5%	41,216
Udall Foundation	17	47.1%	17.6%	35.3%	5

17. Creativity and innovation are rewarded.

	N	Positive	Neutral	Negative	DNK
Governmentwide	385,387	38.4%	28.3%	33.3%	13,365
Udall Foundation	21	42.9%	33.3%	23.8%	1

18. In my most recent performance appraisal, I understood what I had to do to be rated at different performance levels (e.g., Fully Successful, Outstanding).

	N	Positive	Neutral	Negative	NBJ
Governmentwide	396,712	69.0%	13.6%	17.3%	10,380
Udall Foundation	21	76.2%	14.3%	9.5%	1

19. In my work unit, differences in performance are recognized in a meaningful way.

	N	Positive	Neutral	Negative	DNK
Governmentwide	380,352	34.0%	27.9%	38.1%	25,041
Udall Foundation	18	61.1%	16.7%	22.2%	4

20. Pay raises depend on how well employees perform their jobs.

	N	Positive	Neutral	Negative	DNK
Governmentwide	368,966	22.3%	26.9%	50.7%	29,028
Udall Foundation	17	47.1%	17.6%	35.3%	5

21. My performance appraisal is a fair reflection of my performance.

	N	Positive	Neutral	Negative	DNK
Governmentwide	399,544	69.6%	14.3%	16.2%	6,003
Udall Foundation	20	80.0%	15.0%	5.0%	1

22. Discussions with my supervisor/team leader about my performance are worthwhile.

	N	Positive	Neutral	Negative	DNK
Governmentwide	391,835	63.4%	18.2%	18.5%	4,496
Udall Foundation	21	71.4%	14.3%	14.3%	1

23. Managers/supervisors/team leaders work well with employees of different backgrounds.

	N	Positive	Neutral	Negative	DNK
Governmentwide	368,225	64.0%	22.0%	14.0%	25,081
Udall Foundation	22	50.0%	22.7%	27.3%	0

24. My supervisor supports my need to balance work and family issues.

	N	Positive	Neutral	Negative	DNK
Governmentwide	397,533	78.3%	10.8%	11.0%	2,147
Udall Foundation	22	77.3%	9.1%	13.6%	0

Leadership

25. I have a high level of respect for my organization's senior leaders.

	N	Positive	Neutral	Negative	DNK
Governmentwide	390,254	53.1%	23.5%	23.3%	5,078
Udall Foundation	22	50.0%	22.7%	27.3%	0

26. In my organization, leaders generate high levels of motivation and commitment in the workforce.

	N	Positive	Neutral	Negative	DNK
Governmentwide	388,819	40.9%	24.1%	35.0%	7,594
Udall Foundation	21	23.8%	23.8%	52.4%	1

27. Managers review and evaluate the organization's progress toward meeting its goals and objectives.

	N	Positive	Neutral	Negative	DNK
Governmentwide	367,493	60.1%	23.5%	16.3%	26,319
Udall Foundation	21	57.1%	23.8%	19.0%	1

28. Employees are protected from health and safety hazards on the job.

	N	Positive	Neutral	Negative	DNK
Governmentwide	393,340	76.0%	13.3%	10.7%	6,278
Udall Foundation	21	81.0%	9.5%	9.5%	1

29. Employees have a feeling of personal empowerment with respect to work processes.

	N	Positive	Neutral	Negative	DNK
Governmentwide	390,805	44.8%	24.6%	30.5%	9,449
Udall Foundation	21	38.1%	9.5%	52.4%	1

30. My workload is reasonable.

	N	Positive	Neutral	Negative	DNK
Governmentwide	403,398	57.5%	16.2%	26.3%	693
Udall Foundation	22	63.6%	13.6%	22.7%	0

31. Managers communicate the goals and priorities of the organization.

	N	Positive	Neutral	Negative	DNK
Governmentwide	389,027	60.3%	20.1%	19.7%	5,145
Udall Foundation	22	63.6%	18.2%	18.2%	0

32. My organization has prepared employees for potential security threats.

	N	Positive	Neutral	Negative	DNK
Governmentwide	393,948	77.2%	13.3%	9.5%	4,677
Udall Foundation	21	52.4%	19.0%	28.6%	1

Job Satisfaction

33. How satisfied are you with the information you receive from management on what's going on in your organization?

	N	Positive	Neutral	Negative
Governmentwide	393,156	48.0%	23.5%	28.5%
Udall Foundation	22	36.4%	22.7%	40.9%

34. How satisfied are you with your involvement in decisions that affect your work?

	N	Positive	Neutral	Negative
Governmentwide	394,068	50.7%	22.7%	26.6%
Udall Foundation	22	36.4%	27.3%	36.4%

35. How satisfied are you with your opportunity to get a better job in your organization?

	N	Positive	Neutral	Negative
Governmentwide	392,739	35.9%	27.3%	36.8%
Udall Foundation	22	22.7%	50.0%	27.3%

36. How satisfied are you with the recognition you receive for doing a good job?

	N	Positive	Neutral	Negative
Governmentwide	392,389	47.5%	23.8%	28.6%
Udall Foundation	21	66.7%	19.0%	14.3%

37. How satisfied are you with the policies and practices of your senior leaders?

	N	Positive	Neutral	Negative
Governmentwide	392,440	42.5%	29.3%	28.3%
Udall Foundation	22	31.8%	40.9%	27.3%

38. How satisfied are you with the training you receive for your present job?

	N	Positive	Neutral	Negative
Governmentwide	392,659	52.5%	23.5%	23.9%
Udall Foundation	22	50.0%	18.2%	31.8%

39. Considering everything, how satisfied are you with your job?

	N	Positive	Neutral	Negative
Governmentwide	392,826	66.2%	17.4%	16.4%
Udall Foundation	22	45.5%	31.8%	22.7%

40. Considering everything, how satisfied are you with your pay?

	N	Positive	Neutral	Negative
Governmentwide	393,242	58.2%	16.9%	24.9%
Udall Foundation	22	68.2%	18.2%	13.6%

Appendix B – Interview Protocol

Udall Foundation Organizational Assessment Interview Protocol

Introduction

We are with Duty First Consulting (DFC) and our team is conducting an organizational assessment and action plan for the Udall Foundation to identify strengths and areas for improvement. Based on our analyses, we will make recommendations to the Udall Foundation regarding improvements to staff cohesiveness and continuity of services. The questions that we will be asking will help us understand your perceptions of the work place and your satisfaction with the Udall Foundation. Data will be reported back in summary form so that individual responses are confidential and anonymous.

Interview Protocol

In order to gather this information, the DFC team will be conducting interviews with Udall leadership, staff, and the Board of Trustees. Our team will meet in-person with individuals located in the DC area and Tucson. Interviews with remote employees and Board members will occur via phone or Skype. The in-person interviews in Tucson took place on October 25th and October 26th. Please note that Udall employees will be able to send additional feedback to the DFC team after the interview, if desired. There will be two members of the DFC team conducting the interviews (one to facilitate and one to take notes). Interviews are scheduled for 30-minute timeslots.

Themes and Categories for Interview Questions

The questions that we will be asking during the interviews will help us understand your perceptions of the work place and your satisfaction with the Udall Foundation. The questions were developed based on the information gathered from reviewing key organizational documents and the results of the Annual Employee Survey (AES). The assessment questions will be focused on the following categories: communications between employees and leadership, interactions with direct supervisors, organizational culture, employee development, employee engagement, and the process and policies for rewarding employee performance.

Appendix C – Interview Questions

Organizational Assessment - Interview Guide

Introduction: We are with Duty First Consulting and our team is conducting an organizational assessment and action plan for the Udall Foundation to identify strengths and areas for improvement. Based on our analyses, we will make recommendations to the Udall Foundation regarding improvements to staff cohesiveness and continuity of services. The questions that we will be asking will help us understand your perceptions of the work place and your satisfaction with the Udall Foundation. Data will be reported back in summary form so that individual responses are confidential and anonymous.

Interview Questions – Foundation Leadership Team

1. Please describe the formal and informal communications with employees. What is working well and where do you see opportunities for improvement?
2. How are decisions made within the organization (both strategic decisions and decisions affecting employees' day-to-day work)? What is working well and where do you see opportunities for improvement?
3. What is done to ensure that employees are engaged and successful in their roles?
4. What do you think should be changed to increase employee engagement and productivity?
5. What resources and/or training are provided to employees to help them be successful in their roles?
6. What opportunities are employees given to develop new skills?
7. How are employees rewarded for their performance? How are pay raises determined? What is working well with the current process for rewarding employees and where do you see opportunities for improvement?
8. What improvements would you like to see as a result of this organizational assessment?
9. Is there anything else you think we should know related to this assessment effort?

Interview Questions – Non-Supervisory Employees

1. Briefly describe your role within the Udall Foundation.
2. How do you communicate with the Foundation Leadership Team and how does the Leadership Team communicate with you and other employees? What is working well and where do you see opportunities for improvement?
3. Describe your communications and interactions with your direct Supervisor. What is working well and where do you see opportunities for improvement?

Interview Questions – Non-Supervisory Employees

4. How are decisions made within the organization (both strategic decisions and decisions affecting employees' day-to-day work)? What is working well and where do you see opportunities for improvement?
5. Describe the organizational culture (by organizational culture, we are referring to the values and behaviors that are unique to the Udall Foundation). What behaviors are encouraged (for example, is creativity and innovation rewarded)?
6. What resources and/or training are provided to employees to help them be successful in their roles?
7. What do you think should be changed within the Udall Foundation in order to help increase employee engagement and productivity?
8. How are employees rewarded for their performance? How are pay raises determined? What is working well with the current process for rewarding employees and where do you see opportunities for improvement?
9. What improvements would you like to see as a result of this organizational assessment?
10. Is there anything else you think we should know related to this assessment effort?

Interview Questions – Board Members

1. Please briefly describe your history with the Udall Foundation, including how long you have been a Board member.
2. What is the Board's role and what is the interaction with the Foundation's staff?
3. What significant changes have taken place over the past couple of years?
4. Describe the organizational culture within the Foundation (by organizational culture, we are referring to the values and behaviors that are unique to the organization).
5. What is working well and not so well within the Udall Foundation?
6. What policies or processes would you like to see improved or changed?
7. What improvements would you like to see as a result of this organizational assessment?
8. Is there anything else you think we should know related to this assessment effort?