DAS

Strategic Planning Guide

Commissioner Melody A. Currey

Department of Administrative Services

Strategic Planning Toolbox

Approach: Planning Model
- Create organization's mission/vision/value
- Develop strategic themes
- Work to objectives and measures
    - Assign sponsors
- Experiment with initiatives and deliverables that support objectives
    - Team leaders/teams
    - Project plans and report-outs
    - Sign off for completion – was deliverable met?

Deployment: Communication & Visibility Campaign
- Everyone involved
- Link, link, link
- Project meetings
- Sponsor/team leader meetings
- Posters; articles; DAS Central – Project Database

Results: Evaluating Results
- OAS survey
- Baldrige self-assessment
- Diversity Survey
- Tie objective measures to managers' performance profiles
- Teams accountable for project deliverable(s)
- Feedback

Lessons Learned: Creating a history
- Sessions upon project completions
    - What worked
    - What didn't work
    - What could be improved
- Database for future research
- Research/benchmarking

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Mission/Vision/Values/Operating Principles

Mission: A statement that communicates the organization's reason for being; says what it does and why; conveys the essence of an organization; why it exists
What business are we in and who are our customers?

Vision: A picture of the organization's desired long-term future, its plausible dreams
What can this organization become and why?

Values: Bedrock principles; enduring beliefs that specific modes of conduct are preferable to other alternatives for the organization; values possess intrinsic worth, desirability, and utility to the individual and the group
What do you stand for?

Operating Principles: Agreed upon approach to organizational planning
How will you check your organization's progress?

Develop Strategic Themes

Develop Objectives
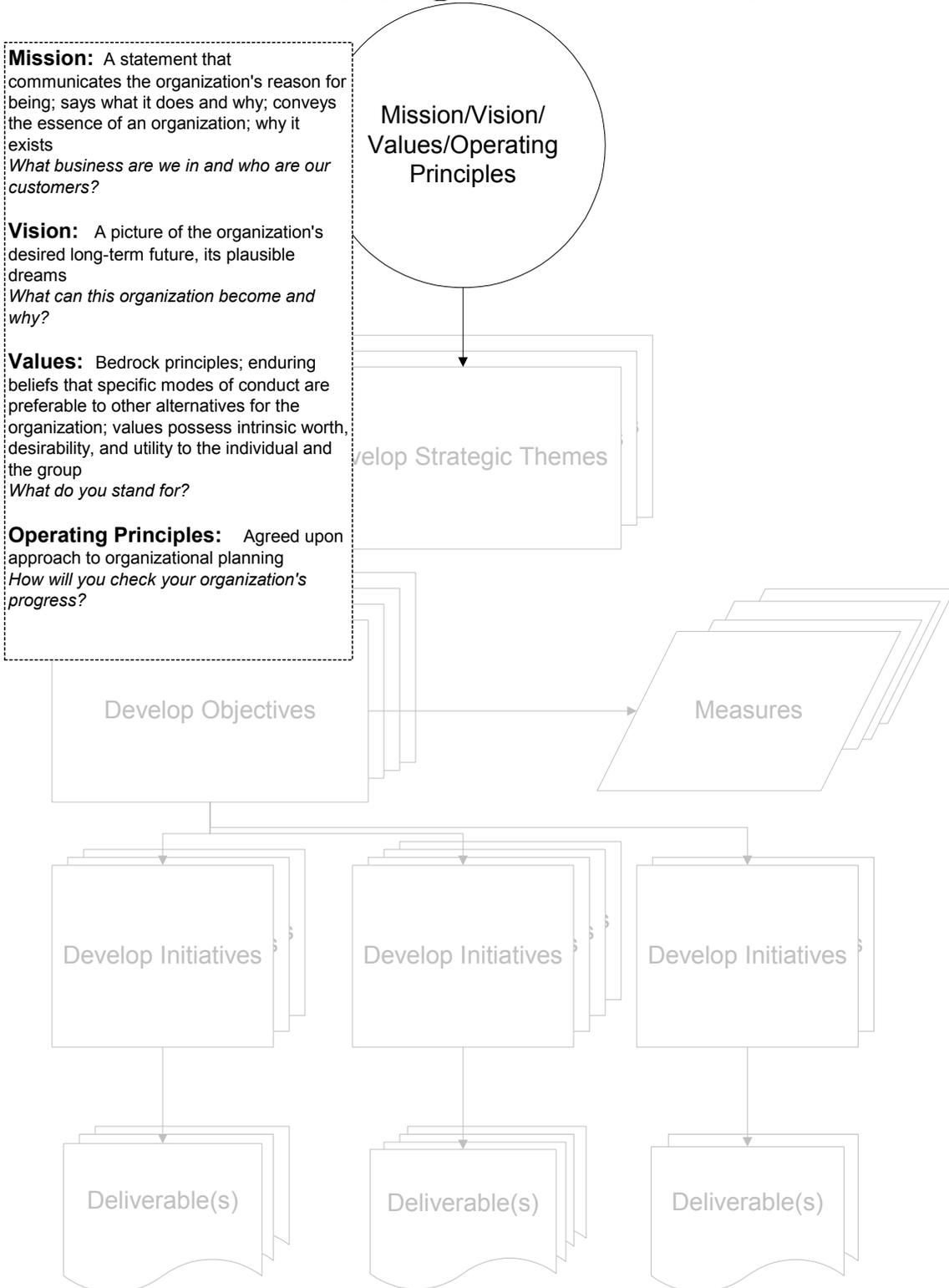
Measures

Develop Initiatives

Develop Initiatives

Develop Initiatives

Deliverable(s)

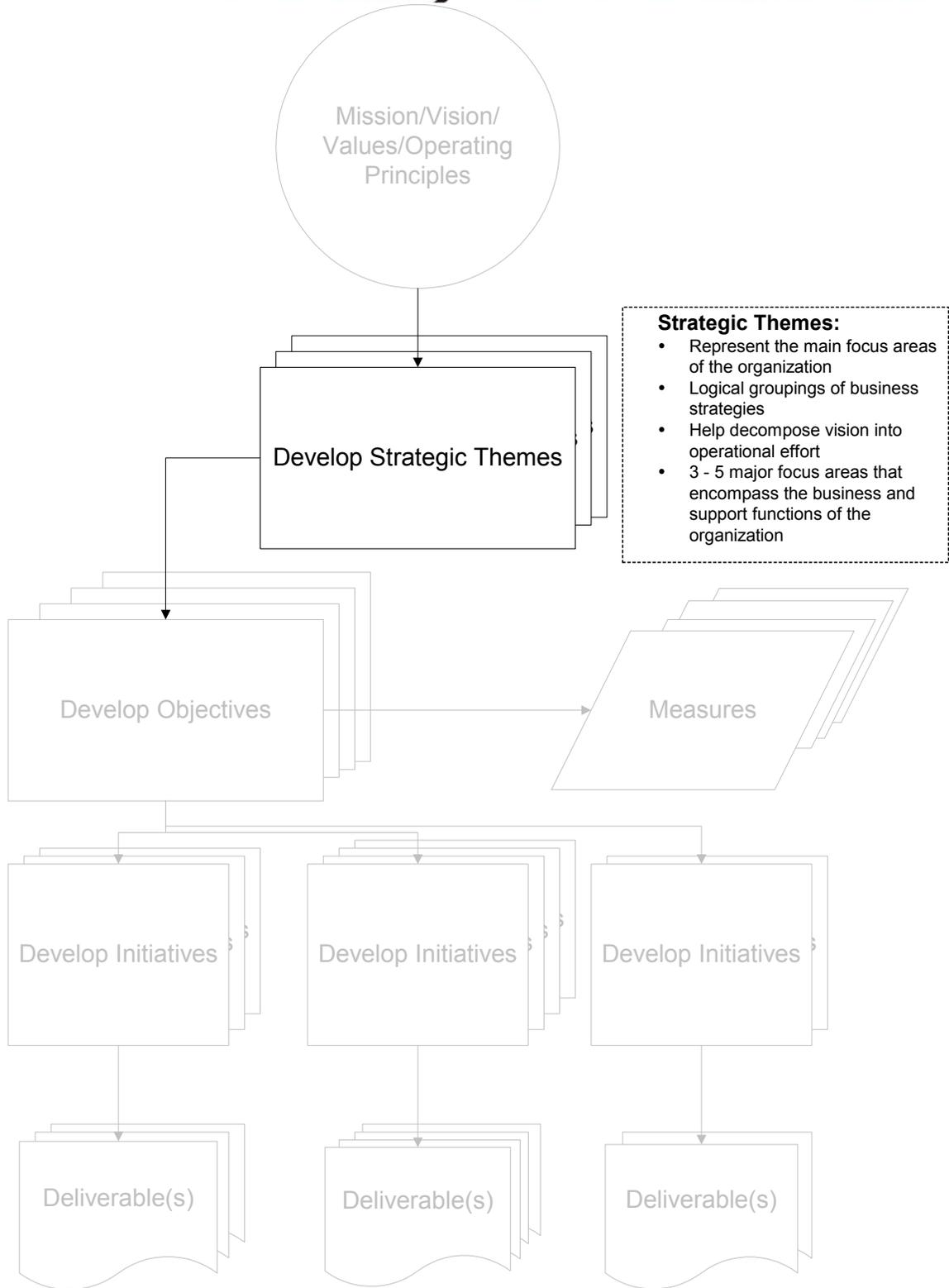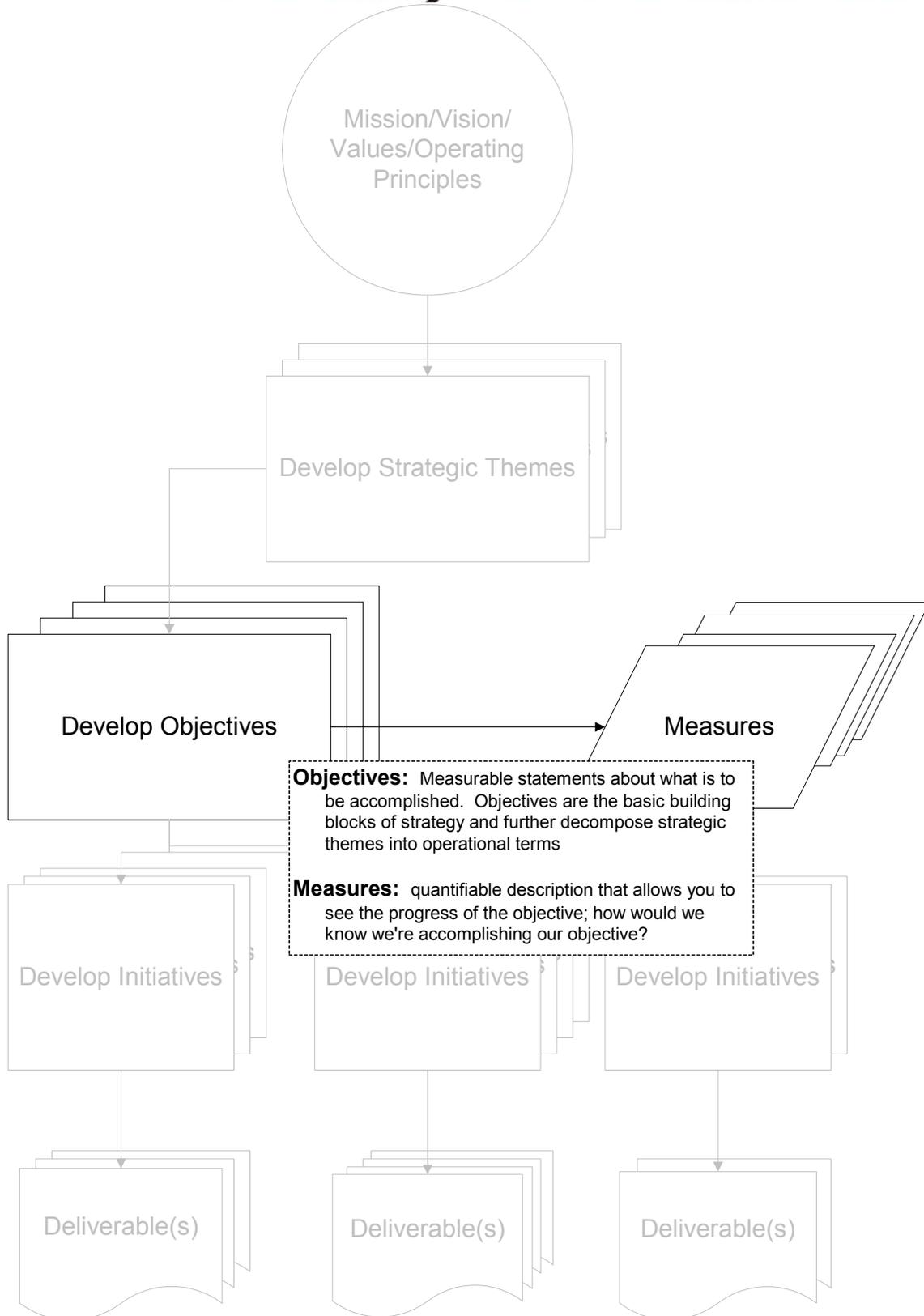Deliverable(s)

Deliverable(s)

![DAS - with us you're in business.]

Mission/Vision/Values/Operating Principles

Develop Strategic Themes

Strategic Themes:
- Represent the main focus areas of the organization
- Logical groupings of business strategies
- Help decompose vision into operational effort
- 3 - 5 major focus areas that encompass the business and support functions of the organization

Develop Objectives

Measures

Develop Initiatives

Develop Initiatives

Develop Initiatives

Deliverable(s)

Deliverable(s)

Deliverable(s)

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Mission/Vision/
Values/Operating
Principles

Develop Strategic Themes

Develop Objectives → Measures

Objectives: Measurable statements about what is to be accomplished. Objectives are the basic building blocks of strategy and further decompose strategic themes into operational terms

Measures: quantifiable description that allows you to see the progress of the objective; how would we know we're accomplishing our objective?

Develop Initiatives

Develop Initiatives

Develop Initiatives

Deliverable(s)

Deliverable(s)

Deliverable(s)

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Mission/Vision/
Values/Operating
Principles

Develop Strategic Themes

Develop Objectives

Measures

Initiatives/Projects: short-term experiments that are
linked to an objective
How are we going to accomplish our objective?

Develop Initiatives

Develop Initiatives

Develop Initiatives

Deliverable(s)

Deliverable(s)

Deliverable(s)

DAS

with us you're in business.

Mission/Vision/
Values/Operating
Principles

Develop Strategic Themes

Develop Objectives → Measures

Develop Initiatives | Develop Initiatives | Develop Initiatives

Deliverables: tangible end-products for each project.

Deliverable(s) | Deliverable(s) | Deliverable(s)

DAS Strategic Planning Process

Planning Steps	How?	Who?	When?	Result
Mission - Why does the organization exist?	Review and if necessary, update existing Mission as required	BAW and Senior Staff	End of 3rd quarter	Mission Statement
Vision/Values - A picture of what DAS wants to be in the future and how it will operate.	Review and if necessary, update existing Vision Statement and Values as required	BAW and Senior Staff	End of 3rd quarter	Vision Statement/Values
Environmental Assessment – SWOT Analysis	Brainstorming session to assess strengths, weaknesses, opportunities and threats for the agency overall	BAW and Senior Staff	End of 3rd quarter	An outline of organizational SWOTs
Strategic Themes - key focus areas which need to be addressed in the 2003 Business Plan	From the SWOT analysis, identify the overriding themes and key focus areas for DAS	BAW and Senior Staff	End of 3rd quarter	List of 3-5 most important DAS strategies for 2003
Objectives and Measures – action oriented statements that tie to a strategic theme; time bound and measurable	Identify action-oriented, easy to understand, measurable objectives that support the strategic themes

Name a sponsor for each objective/measure | BAW and Core Managers | End of 3rd quarter | A list of objectives that link back to the Strategic Themes

Sponsors for each objective who are responsible for the success of that objective |
| **Initiatives/Projects** – which link to the objective | Senior Staff and Core Managers take Strategic Themes and | All employees | 4th quarter | Initiatives/Projects needed to meet each |

	Objectives to the Business Units and brainstorm ideas for projects that link to the objectives – what can we do in the unit to make x objective successful? Projects to Project 2003 Team by x date for inclusion in the Business Plan Begin to identify project sponsors, team leaders and team members			DAS-wide Objective.
Business Unit Plans	In the process of identifying objectives and measures as above, the business unit may identify local objectives and projects which need to be completed – always link back to the agency-wide objects for consistency; also identify 1 –2 operational measures	Core Managers	Through process	Business Unit level Business Plans. Opportunity for all staff members to identify their needs, opportunities for improvement, etc. 1 – 2 operational measures
Distribute completed Plan	DAS Central, DAS Times, staff meetings, posters/visibility campaign – business plan available to all employees	Senior Staff and Core Managers Communication Coordinators; Communications Office	January	Plan distributed, so increased awareness by all DAS staff. Opportunity for staff to participate in planned items
Link Projects and Objectives to PARS	Begin to include objectives, measures and projects on PARS	Objective Sponsors, Core Managers and Team Leaders	As needed	Greater linking of projects back to objectives back to Themes, Mission and Vision

Role Definitions

Sponsor: Senior Staff

- Convenes the team at project start to establish a well-defined project scope – gets everyone on the same page

- Reviews and approves project plans and timelines

- Regularly convenes the team for progress reports

- Informs Commissioner and Planning Team of problems and re-negotiates timeframes and/or resources

- Provides on-going team support and consultation/ guidance

- Ensures that team functions with DAS mission, vision and values

- Has final accountability for deliverables for all projects

Team Leader:

- Convenes the team – sets meeting times, agenda and gets people there

- Creates a positive atmosphere that encourages total team participation

- Handles communications – coordinates between the Sponsor and Team Members

- Ensures that each team member has a clearly defined role, responsibilities and expectations

- Participates as a team member and ensures that success is driven by team results, not individual results

- Compiles, monitors and tracks the project plan

- Identifies resources and problems and informs Sponsor of issues

Role Definitions

Team Members: Cross-functional team members with different but critical skills for project success in on or several of the following areas:

- Research (Benchmarking, Best Practice, National Trends, Data Collection)
- Planning (Data Analysis, Forecasting, Trending)
- Strategy Deployment (Internal/External Factors, Timing)
- Technical (Business Related)
- Technical (MIS Related)
- Consulting (Facilitation, Brainstorming, Process Mapping, Measures, Customer Outreach)
- Product Development (Design of Systems, Procedures, Policies, Workflow, etc.)

- Attend all meetings and support the other team members
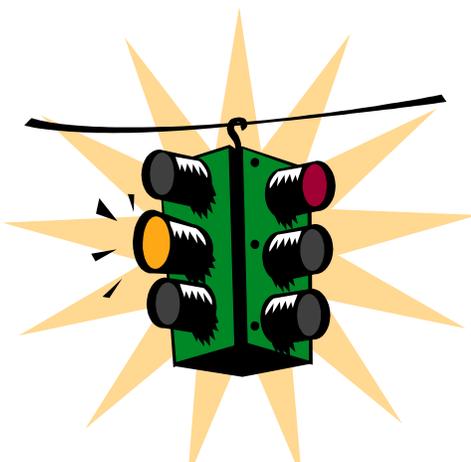- Have final accountability for deliverables for the project

Department of Administrative Services
Project Plan

Project Number:	Start Date:	
Theme: ☐BETTER ☐CHEAPER ☐QUICKER ☐LEADER		
Project Scope(Title):		
Sponsor:		
Team Lead:		
Team Members:		

How? Major Steps	Who? Person(s) responsible	When? Month Completed or Month Due
1.		
2.		
3.		
4.		
5.		
6.		
7.		

Team Project Report

Project Name:

Project	Project Status
Brief statement about your project: **Why and How…**	**Green: all's good** **Yellow: caution, we may have a problem** **Red: there's a hold-up with the project**
Accomplishments	**Project Issues**
•	**HR** **IT** **Budget** **Any areas need attention?**

Project Communication Plan

Goal: Implement a communication plan that ensures the exchange of accurate timely and useful information among all employees involved in *"Progress in Motion, 2003"*.

Components:

Face to Face Meetings

- Commissioner with Sponsors/Team Leaders

- Sponsors with Team Leaders

- Project Status Meetings with all – Sponsors/Team Leaders/Team Members

- Project Team Meetings

Written Communication

- ***DAS Times*** – articles on project status, etc.

- ***DAS Newsbreaks and Infograms*** - published as needed to communicate project successes

- ***Emails***

- ***Posters***

Project Status

- Monthly reports to Project Sponsors from Team Leaders

- Quarterly report-out sessions

Employee Recognition and Feedback

- Quarterly report-out sessions give teams recognition for their successes
- Communications Coordinators

  - Assist the Sponsors and Team Leaders in communication of project information

  - Encourage employee feedback on issues of concern

Project Communication Plan

Communication Coordinators

Human Resources:
Patti Kokonowski State Office Building, 713-5179

FSC
Mike Felix, State Office Building, 713-5137, Fax: 713-7478
Mayme Casady, State Office Building, 713-5412

Business Enterprises:
Fleet - Eric Bengston, Fleet Operations, Huyshope Ave., Hartford, 566-2720, Fax: 566-7674
Procurement, Surplus, Federal Donated Foods, Mail, Print and Courier - Carol Wilson 713-5093 Fax: 713-7484

Strategic Leadership Center:
Sue Miller - State Office Building, 713-5007 Fax: 713-7494
Cheryl Sawina – State Office Building, 713-5246 Fax: 713-7446

Communication Account Managers

Members of the Communication Office are assigned to support each business center head in their communication efforts. They serve as consultants to help each business center customize and implement written and oral internal communication strategy as well as external marketing efforts. They are as follows:
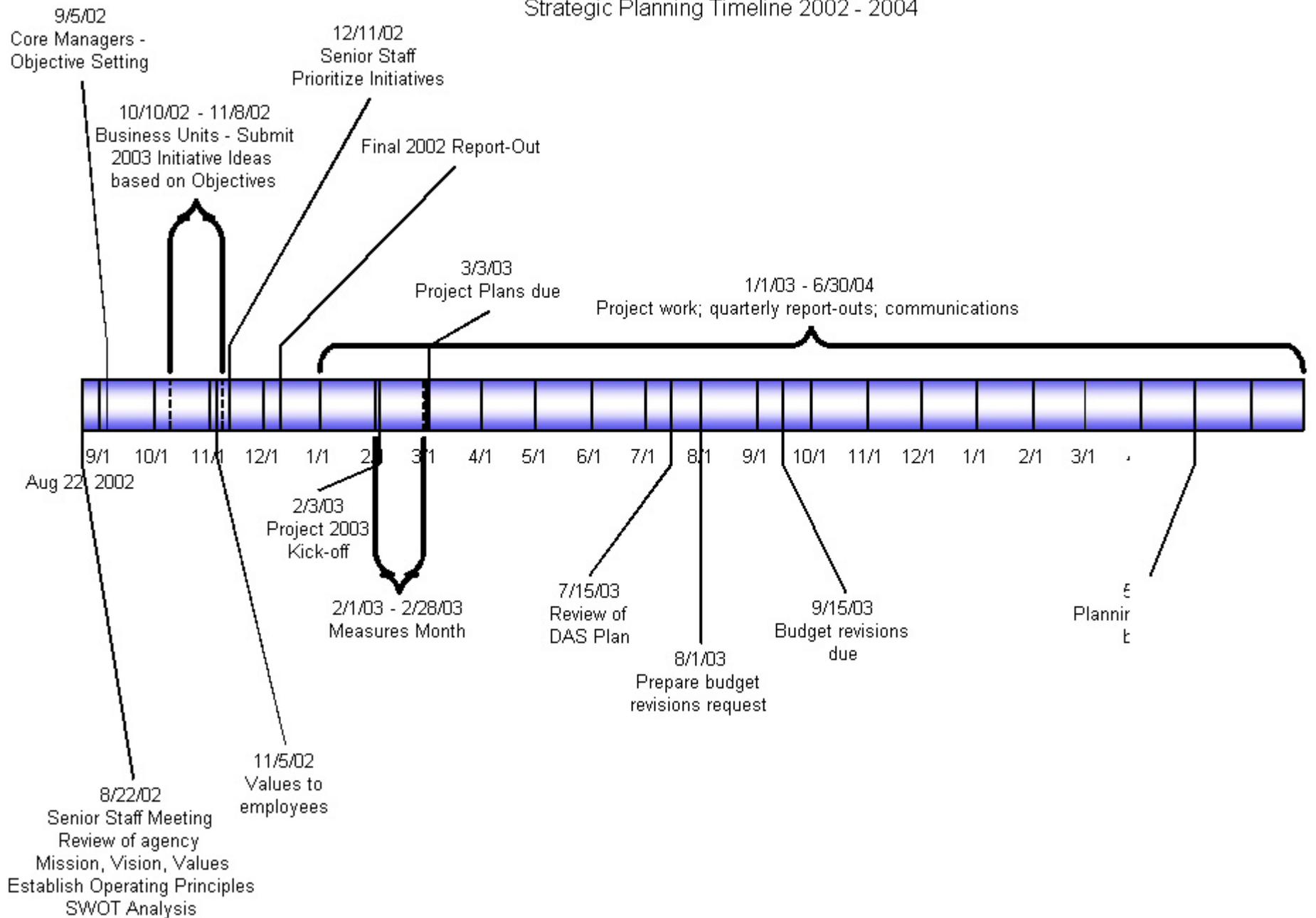**Donna Micklus - 713-5195**
John McKay - 713-5197

All Communication Account Managers are located in the Communication Office, State Office Building, Fourth Floor, Fax: 713-5195.

Department of Administrative Services
Strategic Services
Strategic Planning Timeline 2002 - 2004

9/5/02
Core Managers -
Objective Setting

12/11/02
Senior Staff
Prioritize Initiatives

10/10/02 - 11/8/02
Business Units - Submit
2003 Initiative Ideas
based on Objectives

Final 2002 Report-Out

3/3/03
Project Plans due

1/1/03 - 6/30/04
Project work; quarterly report-outs; communications

Aug 22, 2002

9/1   10/1   11/1   12/1   1/1   2/1   3/1   4/1   5/1   6/1   7/1   8/1   9/1   10/1   11/1   12/1   1/1   2/1   3/1

2/3/03
Project 2003
Kick-off

2/1/03 - 2/28/03
Measures Month

7/15/03
Review of
DAS Plan

8/1/03
Prepare budget
revisions request

9/15/03
Budget revisions
due

Plannir
b

11/5/02
Values to
employees

8/22/02
Senior Staff Meeting
Review of agency
Mission, Vision, Values
Establish Operating Principles
SWOT Analysis

Lessons Learned

What: A session conducted at the completion of a project where members of the team evaluate the team's process and the project's results. Identify what was done right and what could be done better the next time.

Why: Identify and capture the things that went well and the things that could be improved so that team members are aware of and can use the broader team's learning in their future projects. These can also be shared with future teams so that they can learn from experiences of others.

When: Teams will reconvene upon completion of their project (ideally no more than 30 days later).

Who: Project Sponsor
Team Leader
Team members
Customers
Any others overseeing the project or involved in any way

How: A facilitated lessons learned session:

- There will be norms developed for these sessions, i.e., listen for understanding; respect others' contributions, no blaming, full participation, etc.

- Ideas captured are process oriented, NOT individual performance

- Constructive feedback

- Be non-judgmental

- Identify actions and behaviors which would be more effective

- Recognize positive contributions

Lessons Learned

Process: Have the group answer the following questions (or others developed as apply) and consolidate responses from all team sessions.

- What worked best on project?

- What could have been better on project?

- How can we improve methodology and templates to better assist in the successful completion of future projects?

- What parts of the project resulted in meeting the specified requirements and goals of the project? What helped assure these results?

- What parts did not meet specifications and goals? What could have been done to ensure that these were met?

- How satisfied was the customer(s) with project results? What was particularly good? What could have been done to improve customer satisfaction?

- Were cost budgets met? Why or why not?

- What contributed to the schedule being met? What hindered it?

- What appropriate risks were identified and mitigated? What additional risks should have been identified and/or what additional actions should have been taken to mitigate risks?

- What project communications were appropriate and helpful? What additional communications would have been helpful?

- How did the project management methodology work? What worked particularly well? What could have been done to improve it?

- What procedures were particularly helpful in producing deliverables? What could be improved? How could processes be improved or streamlined?

DAS

Strategic Planning Guide 2003 APPENDIX

- Organizational Assessment

- Malcolm Baldrige Criteria

- DAS Diversity Survery

State of Connecticut
Department of Administrative Services
Organizational Assessment

Employee Survey

January 2002

Department of Administrative Services Employee Survey

Instructions

This survey has four parts, Part I - Organizational Experiences; Part II - Personal Experiences; Part III - Organization Issues; and Part IV - Background and Employment Information.

Part I - Organizational Experiences

This part of the survey asks you to describe the conditions in the organization where you work. The statements ask for your *overall impression* of how things are in your organization. You should consider the experience of others, as well as your own experiences. Respond to these statements based on the level in your organization where you currently work. Depending on how your organization is structured, this could either be your own work unit, or one or two levels above your own.

Part II - Personal Experiences

This part of the survey asks you to describe only your own work experiences, or your personal opinions/attitudes about various aspects of your job.

Part III - Organization Issues

This part of the survey asks you to answer statements important to the mission and goals of the Department of Administrative Services.

Part IV - Background and Employment Information

This part of the survey asks you to describe your background and employment status. Your answers to these statements will help us look at survey results by subgroups.

Several statements refer to managers, supervisors, or customers. Use the following definitions when answering statements referring to these terms.

Managers: Those in management or executive positions who are members of Commissioner Waters' DAS core managers team. Feel free to ask your survey administrator if any particular individual is on this team if you are not certain.

Supervisors: First-line supervisors; typically those who are responsible for employees' performance appraisals and approval of their leave who are not also DAS core managers.

Customers: Anyone who uses or receives the products or services that your organization provides: may include individuals within your organization and individuals outside your organization.

When answering the statements in the survey, please darken the circle corresponding to the response you choose. Please read each statement carefully and answer as honestly as possible. It takes approximately 30 minutes to complete the entire survey.

All of your responses to this survey will be strictly confidential. Your responses will be combined with others in your organization into summary reports. No one in your organization will have access to your individual responses.

PART I - ORGANIZATIONAL EXPERIENCES

Using the scale below, indicate the extent to which you agree or disagree with each of the following statements. Please use the "Do Not Know" answer only if you feel you do not have enough information to answer the statement accurately.

Please use the following 1-6 scale to make your ratings:
1 Strongly Disagree (SD) 2 Disagree (D) 3 Neither Disagree nor Agree (N) 4 Agree (A) 5 Strongly Agree (SA) 6 Do Not Know (DK)

Rewards/Recognition

	SD ↓	D ↓	N ↓	A ↓	SA ↓	DK ↓
1. High performing employees receive monetary rewards (for example cash awards, bonuses)	O	O	O	O	O	O
2. High performing employees receive non-monetary rewards (for example, letters of appreciation, employee recognition awards)	O	O	O	O	O	O
3. High performing employees are promoted	O	O	O	O	O	O
4. Supervisors personally recognize the contributions of individuals and teams	O	O	O	O	O	O
5. Supervisors are fair in recognizing individual and team accomplishments	O	O	O	O	O	O
6. Pay raises depend on how well employees perform their jobs	O	O	O	O	O	O
7. Employees are rewarded for providing high quality products and services to customers	O	O	O	O	O	O

Training/Career Development

	SD ↓	D ↓	N ↓	A ↓	SA ↓	DK ↓
8. Employees receive the training they need to perform their jobs (for example, on-the-job training, conferences, workshops)	O	O	O	O	O	O
9. Employees receive the everyday guidance and assistance they need to perform their jobs (for example, help from supervisors, or co-workers)	O	O	O	O	O	O
10. Employees are provided with training and workshops that enhance their career advancement opportunities	O	O	O	O	O	O
11. There are education and training programs based on an assessment of employees' training needs	O	O	O	O	O	O
12. Supervisors support employee efforts to learn outside the job (for example, membership in trade or professional organizations, course work)	O	O	O	O	O	O
13. Employees receive training and guidance for how to provide high quality customer service	O	O	O	O	O	O

Innovation

	SD ↓	D ↓	N ↓	A ↓	SA ↓	DK ↓
14. Risk-taking is encouraged without fear of punishment for mistakes	O	O	O	O	O	O
15. Creativity and innovation are rewarded	O	O	O	O	O	O
16. Supervisors are receptive to change	O	O	O	O	O	O
17. Managers are receptive to change	O	O	O	O	O	O
18. Employees are receptive to change	O	O	O	O	O	O
19. Employees are provided with training when new technologies and tools are introduced	O	O	O	O	O	O
20. New practices and ways of doing business are encouraged	O	O	O	O	O	O

Customer Orientation

	SD ↓	D ↓	N ↓	A ↓	SA ↓	DK ↓
21. There are goals set for meeting customer expectations	O	O	O	O	O	O
22. Employees understand who their customers are	O	O	O	O	O	O
23. Employees use customer suggestions to improve the quality of products and services	O	O	O	O	O	O
24. Products, services, and work processes are improved to meet customer needs and expectations	O	O	O	O	O	O
25. Customers are informed about how to seek assistance, comment, and/or complain about DAS products and services	O	O	O	O	O	O
26. Customers have access to information about products and services	O	O	O	O	O	O
27. There are ways to link customer feedback and complaints to employees so they can take appropriate action	O	O	O	O	O	O

Leadership and Quality

	SD ↓	D ↓	N ↓	A ↓	SA ↓	DK ↓
28. Managers communicate DAS's mission, vision, and values	O	O	O	O	O	O
29. Managers demonstrate that quality is important to them (for example, hold meetings to discuss quality issues, interact with customers)	O	O	O	O	O	O
30. Managers let employees know how their work contributes to the organization's mission and goals	O	O	O	O	O	O
31. Managers provide sufficient resources (for example, time, training, dollars) to promote improvement throughout the organization.	O	O	O	O	O	O
32. Managers respond to employee suggestions for improvements in products, services, and work processes	O	O	O	O	O	O
33. Managers set challenging and attainable performance goals	O	O	O	O	O	O
34. Employees understand DAS's mission, vision, and values	O	O	O	O	O	O

Fairness and Treatment of Others

	SD ↓	D ↓	N ↓	A ↓	SA ↓	DK ↓
35. People at DAS treat each other with respect	O	O	O	O	O	O
36. Disciplinary actions are applied fairly to employees	O	O	O	O	O	O
37. The distribution of work among employees is fair	O	O	O	O	O	O
38. Training and career development opportunities are allocated fairly	O	O	O	O	O	O
39. Disputes or conflicts (for example, between co-workers, management and employees) are resolved quickly and fairly	O	O	O	O	O	O
40. Advancement opportunities are available for qualified individuals, regardless of gender, race, national origin, religion, age, cultural background, or disability	O	O	O	O	O	O

Please use the following 1-6 scale to make your ratings:
1 Strongly Disagree (SD) 2 Disagree (D) 3 Neither Disagree nor Agree (N) 4 Agree (A) 5 Strongly Agree (SA) 6 Do Not Know (DK)

Communication

	SD ↓	D ↓	N ↓	A ↓	SA ↓	DK ↓
41. Employees are kept informed on issues affecting their jobs	O	O	O	O	O	O
42. Employees share their knowledge with each other	O	O	O	O	O	O
43. Managers communicate the goals and priorities of the organization to employees	O	O	O	O	O	O
44. Managers promote communication among different work units (for example, about projects, goals, needed resources)	O	O	O	O	O	O
45. Managers keep employees informed about the organization's conditions and operations, as well as the choices it faces (for example, budget cuts, downsizing, reorganizations)	O	O	O	O	O	O
46. There is communication among various levels of the organization	O	O	O	O	O	O

Employee Involvement

	SD ↓	D ↓	N ↓	A ↓	SA ↓	DK ↓
47. Employees are involved in improving the quality of products, services, and work processes	O	O	O	O	O	O
48. Employees have a feeling of personal empowerment and ownership of work processes	O	O	O	O	O	O
49. Employees are held accountable for achieving positive results	O	O	O	O	O	O
50. Supervisors provide employees with the opportunity to demonstrate their leadership skills	O	O	O	O	O	O
51. Supervisors ask for employee ideas and opinions before making important work decisions	O	O	O	O	O	O
52. Managers provide an environment that supports employee involvement, contributions, and teamwork	O	O	O	O	O	O

Use of Resources

	SD ↓	D ↓	N ↓	A ↓	SA ↓	DK ↓
53. The amount of work is reasonable, allowing employees to provide high quality products and services	O	O	O	O	O	O
54. The workforce has the job knowledge and skills necessary to accomplish organizational goals	O	O	O	O	O	O
55. Interruptions are kept to a minimum to allow employees to finish their work on time	O	O	O	O	O	O
56. "Red tape" and unnecessary rules/regulations do not interfere with the completion of work in a timely manner	O	O	O	O	O	O
57. Employees have the appropriate supplies, materials, and equipment to perform their jobs well	O	O	O	O	O	O

Please use the following 1-6 scale to make your ratings:
1 Strongly Disagree (SD) 2 Disagree (D) 3 Neither Disagree nor Agree (N) 4 Agree (A) 5 Strongly Agree (SA) 6 Do Not Know (DK)

Work Environment/Quality of Work Life

	SD ↓	D ↓	N ↓	A ↓	SA ↓	DK ↓
58. Physical conditions (for example, noise level, temperature, lighting, cleanliness) allow employees to perform their jobs well	O	O	O	O	O	O
59. Programs that encourage good health and safety practices are supported (for example, health education programs, ergonomics programs)	O	O	O	O	O	O
60. Employees are protected from health and safety hazards on the job	O	O	O	O	O	O
61. Supervisors take steps to minimize work-related stress	O	O	O	O	O	O

Work and Family/Personal Life

	SD ↓	D ↓	N ↓	A ↓	SA ↓	DK ↓
62. Programs that help employees deal with work and family responsibilities are provided (for example, support groups, stress management courses, lectures)	O	O	O	O	O	O
63. Family-related benefits are available to employees (for example, parental leave, child care, elder care)	O	O	O	O	O	O
64. Employees are given the opportunity to work at home or on flexible work schedules, when the job permits (for example, telecommuting, flex time, part-time, reduced work hours)	O	O	O	O	O	O
65. Employees who take advantage of family/personal life policies and benefits do not hurt their careers	O	O	O	O	O	O
66. Supervisors understand and support employees' family/personal life responsibilities	O	O	O	O	O	O
67. Employees can balance their work and family/personal life responsibilities	O	O	O	O	O	O

Teamwork

	SD ↓	D ↓	N ↓	A ↓	SA ↓	DK ↓
68. A spirit of cooperation and teamwork exists	O	O	O	O	O	O
69. Different work units cooperate to get the job done	O	O	O	O	O	O
70. Teams are used to accomplish organizational goals, when appropriate	O	O	O	O	O	O
71. Employees are rewarded for working together in teams (for example, performance ratings, certificates, public recognition)	O	O	O	O	O	O
72. Employees in different work units participate in cross-functional teams to accomplish work objectives	O	O	O	O	O	O

Job Security/Commitment to Workforce

	SD ↓	D ↓	N ↓	A ↓	SA ↓	DK ↓
73. Programs that help individuals deal with downsizing are effective (for example, career counseling, aid in finding new jobs)	O	O	O	O	O	O
74. There are strategies to protect job security (for example, early retirements, workforce planning)	O	O	O	O	O	O
75. There is adequate advance notice of changes that affect employment (for example, downsizing, transfers, reorganizations)	O	O	O	O	O	O
76. Employees receive training and guidance to develop the knowledge and skills necessary to perform other jobs or to pursue new careers	O	O	O	O	O	O
77. Employees are willing to be retrained and moved to other positions in the organization	O	O	O	O	O	O

Please use the following 1-6 scale to make your ratings:
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Strategic Planning

	SD ↓	D ↓	N ↓	A ↓	SA ↓	DK ↓
78. Information about the external environment (for example, political or economic factors) is used in the strategic planning process	O	O	O	O	O	O
79. There is an established, formal process for developing goals and updating plans periodically	O	O	O	O	O	O
80. Employees participate in the development of strategic plans	O	O	O	O	O	O
81. Short- and long-term quality improvement goals are established and integrated into the organization's overall strategic planning and budgeting processes	O	O	O	O	O	O
82. Managers review and evaluate the organization's progress toward meeting its goals and objectives	O	O	O	O	O	O

Performance Measures

	SD ↓	D ↓	N ↓	A ↓	SA ↓	DK ↓
83. Outcome/result measures are used to assess the overall performance of the organization (for example, rates, trends, and current quality levels; meeting program objectives)	O	O	O	O	O	O
84. The quality of products and services provided to customers is compared to the quality of products and services of other organizations that are recognized as successful	O	O	O	O	O	O
85. Assessments of the quality of systems, work processes, and products/services are performed at regular intervals across the organization	O	O	O	O	O	O
86. Quality assurance systems focus on the prevention of problems rather than on the correction of problems	O	O	O	O	O	O
87. Information collected from customers is integrated with other key data and used to improve the quality of products and services	O	O	O	O	O	O

Diversity
See Upcoming 2002Cultural Diversity Assessment 01/16/02

Supervision

	SD ↓	D ↓	N ↓	A ↓	SA ↓	DK ↓
88. Supervisors provide fair and accurate ratings of employee performance	O	O	O	O	O	O
89. Supervisors provide employees with constructive suggestions to improve their job performance	O	O	O	O	O	O
90. Supervisors communicate what is expected of employees in terms of job performance (for example, task responsibilities, performance standards)	O	O	O	O	O	O
91. There is trust between employees and their supervisors	O	O	O	O	O	O
92. Employees receive help from their supervisors when there are work-related problems	O	O	O	O	O	O

PART II - PERSONAL EXPERIENCES

The following statements ask you to describe your own personal experiences in DAS.

Please use the following 1-5 scale to make your ratings:
1 Strongly Disagree (SD) 2 Disagree (D) 3 Neither Disagree nor Agree (N) 4 Agree (A) 5 Strongly Agree (SA)

Personal Experiences

	SD ↓	D ↓	N ↓	A ↓	SA ↓
93. The people I work with cooperate to get the job done	O	O	O	O	O
94. I am given a real opportunity to improve my skills in the organization	O	O	O	O	O
95. I have enough information to do my job well	O	O	O	O	O
96. I feel encouraged to come up with new and better ways of doing things	O	O	O	O	O
97. Conditions in my job allow me to be about as productive as I could be	O	O	O	O	O
98. My job makes good use of my skills and abilities	O	O	O	O	O
99. My work gives me a feeling of personal accomplishment	O	O	O	O	O
100. I like the kind of work I do	O	O	O	O	O
101. Sufficient effort is made to get the opinions and thinking of people who work here	O	O	O	O	O
102. This organization is making the changes necessary to compete effectively	O	O	O	O	O

Please rate items 103-107 using the specific scales provided.
1-5 Scale for questions 102-106: 1 Very Poor (VP) 2 Poor (P) 3 Fair (F) 4 Good (G) 5 Very Good (VG)

	VP ↓	P ↓	F ↓	G ↓	VG ↓
103. How do you rate the amount of pay you get on your job?	O	O	O	O	O
104. How do you rate your total benefits program?	O	O	O	O	O
105. Overall, how good a job do you feel is being done by your immediate supervisor?	O	O	O	O	O
106. How do you rate the organization in providing job security for people like yourself?	O	O	O	O	O
107. How would you rate the overall quality of work done in your work group?	O	O	O	O	O

1-5 Scale for statement 108: 1 Much Lower (ML) 2 Slightly Lower (SL) 3 About the Same (AS) 4 Slightly Higher (SH) 5 Much Higher (MH)

	ML ↓	SL ↓	AS ↓	SH ↓	MH ↓
108. In comparison with people in similar jobs in other organizations, I feel my pay is:	O	O	O	O	O

Scale for statement 109:
Far Too Little (FL) Too Little (TL) About Right (AR) Too Much (TM) Far Too Much (FM)

	FL ↓	TL ↓	AR ↓	TM ↓	FM ↓
109. The amount of work I am expected to do on my job is:	O	O	O	O	O

1-5 Scale for question 110: 1 One of the Worst (W) 2 Below Average (BA) 3 Average (A) 4 Above Average (AA) 5 One of the Best (B)

	W ↓	BA ↓	A ↓	AA ↓	B ↓
110. How would you rate the organization as an organization to work for compared to other organizations?	O	O	O	O	O

	YES	NO
111. Are you considering leaving your organization?	○	○

Job Satisfaction - How satisfied are you with:

	VD ↓	D ↓	N ↓	S ↓	VS ↓
112. Your involvement in decisions that affect your work?	○	○	○	○	○
113. The information you receive from management on what's going on in the organization?	○	○	○	○	○
114. The recognition you receive for doing a good job?	○	○	○	○	○
115. Your pay?	○	○	○	○	○
116. Your opportunity to get a better job in the organization?	○	○	○	○	○
117. The training you received for your present job?	○	○	○	○	○
118. Your physical working conditions?	○	○	○	○	○
119. Considering everything, how satisfied are you with your job?	○	○	○	○	○
120. Considering everything, how would you rate your overall satisfaction in the organization at the present time?	○	○	○	○	○
121. How satisfied do you think your organization's customers are with the products and services the organization provides?	○	○	○	○	○

PART III - DEPARTMENT OF ADMINISTRATIVE SERVICES ORGANIZATION ISSUES

The following statements ask you about your organization.

	SD ↓	D ↓	N ↓	A ↓	SA ↓
122. Overall, the information I receive on DAS decisions and policies is timely	○	○	○	○	○
123. I currently receive enough information on DAS decisions and activities	○	○	○	○	○
124. News and information flows well from senior management to middle management employees	○	○	○	○	○
125. I am often provided with the opportunity to make suggestions to improve my area of responsibility	○	○	○	○	○
126. When I make suggestions, senior management shows interest in my comments	○	○	○	○	○
127. My immediate supervisors/managers follow-up on my ideas and suggestions	○	○	○	○	○
128. Generally speaking, bargaining unit employees have better access to information than non-bargaining unit employees	○	○	○	○	○
129. DAS senior managers should spend more time talking face-to-face with non-management employees	○	○	○	○	○

PART IV - BACKGROUND AND EMPLOYMENT INFORMATION

The following asks about your work unit. Your answers will help us look at survey results by <u>Business Center and/or work area</u>. Smaller work units are grouped together to assure employees that responses will NOT be used to identify individuals.

130. **In which DAS business unit do you work?**

- O **DAS Core Manager/Senior Manager**

- O **Human Resources (HRBC)-Personnel/Payroll & WC**

- O **Human Resources (HRBC)-Classification& Compensation**

- O **Human Resources (HRBC)-Recruiting/Testing**

- O **Human Resources Strategic Planning and Support Services (SLC)**

- O **Office of the Commissioner (OOC),Business Advisory Group and Communications**

- O **Strategic Leadership Center (SLC)-MIS**

- O **Strategic Leadership Center (SLC)-PM, PQI & Internal Audit**

- O **Financial Services Center (FSC)-Business Office**

- O **Financial Services Center (FSC)-Collections**

- O **Business Enterprises (BE)-Fed Foods and Property Distribution**

- O **Business Enterprises (BE)-Procurement**

- O **Business Enterprises (BE)-Document Management**

- O **Business Enterprises (BE)-Fleet Operations**

Category 1.1 Organizational Leadership

This category examines how DAS's senior leaders address values and performance expectations, how they focus on customers and other stakeholders, and how they foster empowerment, innovation, learning and organizational direction throughout DAS

1.1   How do the Commissioner, Deputy Commissioner, Business Center Heads and Program Managers:

1.1.1   Set, communicate and implement organizational values and performance expectations (what role do they play, how frequently do they communicate, how do they measure and reinforce performance)?

1.1.2   Set direction and seek future business opportunities for DAS (give examples of efforts)?

1.1.3   Work toward creating and balancing value for customers and other stakeholders (give examples, what is their role in interacting with customers)?

1.1.4   Establish and reinforce an environment for empowerment and innovation and encourage learning (do they act on suggestions, do they participate in employee recognition, do they encourage you to increase your capabilities)?

1.1.5   Set priorities for organizational improvement and use employee feedback to improve leadership effectiveness (give examples of how employee feedback has been used)

1.1.6   Review DAS's overall performance, reinforce direction and improve its leadership. Do they assess performance relative to competitors? (is there a benchmarking plan that they review, how are results of measures communicated, what follow-up is done on the results captured by the measures)

Look for: publications, meeting minutes, results of suggestion programs, evidence of employee recognition programs (especially, what is being rewarded), posted information about performance measures, improvements, benchmark comparisons.

Category 1.2 Public Responsibility and Citizenship
This category examines how DAS addresses its responsibility to the public and community at large.

1.2.1	How does DAS integrate ethical, regulatory and legal requirements into developing and delivering programs? (are there any current regulatory or ethical violations)
1.2.2	How does DAS ensure ethical practices for all day-to-day business transactions? (how are goals for ethical practices established and reviewed)
1.2.3	Does DAS practice good citizenship by actively supporting community and charitable activities? (what is the level of employee involvement in community/charitable activities, do managers encourage involvement, is DAS recognized as an outstanding community citizen)

Look for: Specific programs – charitable giving, mentoring, awards from community groups
            Letters from auditors and other authorities citing regulatory or ethical violations

Category 2.1
This category examines DAS's strategy development process, including how DAS develops strategic objectives; action plans and related human resource plans.

2.1.1	Does DAS have a strategic planning process with clearly identified steps and participants (what is the process, how is it communicated and implemented)
2.1.2	Does DAS's strategic planning process include the following key features:
2.1.2.1	Customer and market needs, including new products and services
2.1.2.2	Competitive environment and capabilities, including use of new technology
2.1.2.3	Financial, social, political and other potential risks
2.1.2.4	Human resource capabilities and needs
2.1.2.5	Operational capabilities and resource needs

2.1.2.6 Supplier/partner capabilities and needs
2.1.2.7 Legal, ethical and regulatory requirements
2.1.3   Has DAS identified key strategic objectives and a timetable for accomplishing them? (does the plan list objectives and timelines for completing them, how does DAS monitor progress on plan objectives)

Look for: Copies of the plan, evidence of objectives being addressed in the business unit and in managers' Performance Profiles

Category 2.2 Strategy Deployment
This category examines how DAS's plans are deployed and how performance is tracked.

2.2.1   How does DAS implement its strategic plan within and outside of the agency? (what do short-term and long-term plans include, how does DAS allocate people, money or equipment to implement the plans)
2.2.2   How does DAS communicate the strategic plan objectives and measures throughout the agency to achieve organizational alignment (how does the work you do contribute to DAS meeting its objectives and measures)?
2.2.3   Does the DAS plan include key performance measures? (how does DAS track performance against goals and objectives)

Look for: Evidence of plans on the business units, individuals' ability to talk about the goals of their unit, evidence of communication efforts around the plan goals and objectives, evidence of performance measurement at the unit level.

Category 3.1 Customer and Market Knowledge
This category examines how DAS determines requirements, expectations and preferences of customers and markets.

3.1.1   Does DAS have a clear strategy for defining its customer base? (who are DAS's customers, how does DAS determine or target customer groups or market segments)

3.1.2   How does DAS determine customer needs, expectations and preferences?

3.1.3   How does DAS factor the knowledge of its customers and competition (where applicable) into its planning strategy?

3.1.4   Does DAS do any type of market evaluation to develop strategies to pursue future business opportunities?

Look for: marketing plans, customer surveys, evidence of focus groups or ongoing customer meetings

Category 3.2 Customer Satisfaction and Relationships
This category examines how DAS builds relationships with customers and determines their satisfaction.

3.2.1   How does DAS actively develop, build and maintain customer relationships? (what processes are in place to build customer relationships, how is customer information used in decision-making)

3.2.2   How does DAS collect, analyze, communicate and act on customer feedback? What improvements have been made as a result of customer feedback?

3.2.3   Does DAS have a process for handling customer complaints? How quickly and thoroughly are complaints addressed and resolved? How does DAS evaluate the complaint resolutions?

Look for: results of customer surveys, evidence of customer focus groups or ongoing customer meetings, telephone logs of complaints, letters to customers resolving complaints or thanking them for their input.

Category 4.1 Measurement of Organizational Performance
This category examines how DAS measures organizational performance.

4.1.1   Has DAS developed an effective performance measurement system for understanding, aligning and improving performance throughout the organization?

4.1.1.1   How does DAS select relevant measures and benchmarks?

4.1.1.2   How does DAS ensure that benchmarks are reliable?

4.1.1.3   How does DAS keep the performance measurement system current?

Look for: Evidence of performance measures in the business units. Are measures posted where everyone can see them?   Look for evidence of staff meetings to review unit performance, periodic updates of measures, benchmarking information.

Category 4.2 Analysis of Organizational Performance
This category examines how DAS analyzes performance data and information.

4.2.1   How does DAS analyze performance data and information to assess and understand overall organizational performance? Look for how DAS uses performance measurement results to:
4.2.1.1   Evaluate managers
4.2.1.2   Develop strategic objectives and action plans
4.2.1.3   Make operational decisions

Category 5.1 Work Systems
This category examines how DAS work and job design, compensation; career progression and related workforce practices enable employees to achieve high performance in DAS operations.

5.1.1   How are DAS jobs and organization structured to enable and encourage employees to achieve high performance? How do work assignments enable and encourage:
5.1.1.1   High performance
5.1.1.2   Effective communication
5.1.1.3   Knowledge and skill sharing
5.1.1.4   Self-direction, initiative and innovation
5.1.1.5   Adapting to changing business needs
5.1.2   How do compensation and recognition reward high performance? What types of reward and recognition systems are in place, how are they evaluated?
5.1.3   How do DAS managers and supervisors encourage and motivate employees to use their full potential?

5.1.4   How are knowledge, skills, abilities and diversity considered when recruiting/hiring new employees? (are hiring practices fair)

Look for: Results of employee satisfaction surveys, evidence of recognition programs (especially, what is being rewarded), the affirmative action plan and goals, recruitment and hiring records.

Category 5.2 Employee Education, Training and Development

This category examines how DAS education and training support the achievement of our business objectives, build employee knowledge, skills and capabilities and contribute to improved employee performance.

5.2.1   How do DAS's education and training practices address the organization's and employees' performance plans and needs? How much resources are allocated to employee education and training?

5.2.2   Are managers and supervisors involved in training design, delivery, evaluation and reinforcement? How are training needs determined?

5.2.3   How are new skills reinforced and evaluated on the job?

5.2.4   How are employee education and training evaluated and improved? Are they tied to organizational performance and/or employee development plans?

5.2.5   How do education and training programs address the knowledge and skill employees need to meet their overall work and development objectives? These include the areas of:

5.2.5.1   Diversity training

5.2.5.2   Leadership development

5.2.5.3   Employee orientation

5.2.5.4   Safety

5.2.5.5   Career development

Look for: Budget line items for employee education, employee satisfaction survey results, training needs assessments, career development programs, leadership development programs, affirmative action plans, diversity-building efforts, performance appraisal forms and processes, new employee programs, safety procedures, employee development plans.

Category 5.3 Employee Well-Being and Satisfaction

This category examines how DAS maintains a work environment and employee support climate that contributes to the well-being, satisfaction and motivation of all employees.

5.3.1   How does DAS address health, safety and ergonomics to create and maintain a healthy and safe work environment?

5.3.2   What policies, services and resources are available to create a work climate that encourages employee well-being, satisfaction and motivation? How does DAS assess employee satisfaction? How is employee feedback used?

5.3.3   How does DAS's work climate consider, build and support the needs of a diverse workforce?

Look for: employee satisfaction survey results, trends and corrective action plans, customer satisfaction surveys, affirmative action plans, programs and activities to promote diversity, safety program information, EAP and wellness efforts.

Category 6.1 Product and Service Processes

This category examines how DAS manages product and service design and delivery processes.

6.1.1   How does DAS incorporate current and future customer needs/requirements in the design of products and services?

6.1.2   How does DAS ensure that its processes support the delivery of timely, quality, cost-effective innovative products and services?

6.1.3   What methods does DAS use to evaluate its processes and improve them as necessary (e.g., process mapping, benchmarking)?

Look for: customer satisfaction surveys, evidence of customer focus groups or ongoing customer meetings; evidence of process measures and results charting, existence of performance standards/goals. Look at planning documents to see how customer needs/requirements are being addressed.

Category 6.2 Support Processes
This category examines how DAS manages its key support processes.

6.2.1   How does DAS determine customer needs and requirements as it designs its support processes? (support processes include activities such as budgeting, purchasing, accounts receivable/payable, human resources, planning, facilities management, information technology and internal audit)

6.2.2   How does DAS evaluate and improve its support processes?

Look for: Internal customer satisfaction surveys, documentation of business process redesign, information technology plans, budget documents, etc.

Category 6.3 Supplier and Partnering Processes
This category examines how DAS manages its key supplier and/or partnering processes.

6.3.1   How does DAS incorporate customer and other performance requirements into supplier/partner process management? (Suppliers would be vendors such as Corporate Express; auto parts dealers, printing supply dealers, or sub-contractors. Partners might be agencies like the Community Colleges who provide training for State of Connecticut employees)

6.3.2   Does DAS provide business assistance or incentives to suppliers/partners to help them improve their performance?

6.3.3   How does DAS ensure that performance requirements are met? How does DAS provide feedback to suppliers or partners?

Look for: performance measures for suppliers and business partners, customer satisfaction survey data, documentation of supplier/partner performance standards.

Category 7.1 Customer Focused Results

This category examines DAS customer focused results, including customer satisfaction and product and service performance results. This includes results by customer groups and/or market segments. Comparative data are required.

7.1.1   Does DAS have data on current levels and trends of customer satisfaction for key products and services?

7.1.2   Does DAS have data on current levels and trends on efforts to build customer relationships?

7.1.3   Does DAS have data on current levels and trends in customer complaints and problem resolution?

7.1.4   Does DAS use customer trend data to forecast future customer needs?

7.1.5   Does DAS use formal and/or informal meetings and communications to determine customer perceptions?

Look for: Customer satisfaction survey results and trend data, evidence of regularly scheduled meetings with customer groups, newsletters targeted to customers; plan or performance measurement data that indicates adjustments based on customer feedback.

Category 7.2 Financial and Market Results

This category examines DAS key financial and marketplace performance results that include market segments (where appropriate). Appropriate comparative data are required.

7.2.1   Does DAS have current and trend data on revenue (where applicable)?

7.2.2   Does DAS have current and trend data on savings and cost avoidance?

7.2.3   Does DAS have current and trend data on cost savings derived from process improvements?

7.2.4   Does DAS have current and trend data on business growth and new products/services?

7.2.5   Does DAS have current and trend data on cost per service unit (where applicable)?

7.2.6   Does DAS have current and trend data on Workers' Compensation expenditures (where applicable)?

7.2.7   Does DAS have financial benchmarking data?

Look for: Data graphs and trends, comparisons against competitors (where applicable) or targets.

Category 7.3 Human Resource Results

This category examines DAS human resource results, including employee well being, satisfaction, development and work system performance. As appropriate, results should be segmented by types and categories or employees. Appropriate comparative data are required.

7.3.1   Does DAS have data on current levels and trends in employee well being, satisfaction, development and safety?

7.3.2   Does DAS have data on current levels and trends in job classification, job rotation, work layout and local decision-making?

7.3.3   Does DAS compare its employee satisfaction and other human resource results to competitors or similar organizations?

Look for: Graphs and data on employee satisfaction survey results – trends over time, benchmark comparisons against similar organizations or competitors.

Category 7.4 Supplier and Partner Results

This category examines DAS key supplier and partner results. Appropriate comparative data are required.

7.4.1   Who are DAS's suppliers and partners? Does DAS have data on current levels and trends or indicators of supplier/partner performance?

7.4.2   How does DAS track critical supplier measures such as timeliness of delivery, product/service quality and cost? Are there data on current levels and trends of supplier/partner performance?

7.4.3   How does DAS compare its supplier/partner performance to that of similar organizations?

Look for: Performance data, graphs and charts showing trends; benchmark comparison data (where applicable), plans to improve supplier/partner performance

Category 7.5 Organizational Effectiveness Results

This category examines DAS key operational performance results that contribute to the achievement of organizational effectiveness. Appropriate comparative data are required.

7.5.1 Does DAS have data on current levels and trends in workforce diversity results?

7.5.2 Does DAS have data on current levels and trends or indicators of productivity results?

7.5.3 Does DAS have data on current levels and trends in internal audit results?

7.5.4 Does DAS have data on current levels and trends in Workers' Compensation costs?

Look for: Reports from diversity council, affirmative action plans and updates, internal audit reports, workers' compensation data. Look for charts and graphs of data trends, how widely posted are the results, how do results compare to target goals.

Your Opinion Counts

Department of Administrative Services Diversity Survey.

GENERAL INSTRUCTIONS: Please take the time to respond to this important survey by marking your responses directly on this form and returning it according to the accompanying instructions. Areas of concern may be addressed further in focus groups after results are tabulated and analyzed.

Section A: BEING RESPECTED✎ By circling the letters that match the key below, indicate how often you have witnessed the **TYPES OF DISRESPECTFUL BEHAVIOR** under the listed circumstances (Directed towards **YOU**, **OTHERS** at DAS, and **CUSTOMERS/CLIENTS** of DAS).

KEY: DK=Don't Know; N=Never; R=Rarely; S=Sometimes; O=Often

Types of disrespectful behavior	Directed towards YOU at DAS	Directed towards OTHERS at DAS	Directed towards CUSTOMERS of DAS
Harassment (1abc)	DK N R S O	DK N R S O	DK N R S O
Insensitivity (2abc)	DK N R S O	DK N R S O	DK N R S O
Verbal Abuse(3abc)	DK N R S O	DK N R S O	DK N R S O
Prejudice (4abc)	DK N R S O	DK N R S O	DK N R S O
Discrimination (5abc)	DK N R S O	DK N R S O	DK N R S O
Offensive Behavior (6abc)	DK N R S O	DK N R S O	DK N R S O
Basic Thoughtlessness (7abc)	DK N R S O	DK N R S O	DK N R S O

For disrespectful behaviors seen "sometimes" or "often", please describe them in the box below:

Rosario/Shapiro Consulting Group

Section B: WORKING AT DAS ✎ From a diversity perspective, what is it like to work here at DAS? That is, what has been your experience at DAS with the way you are **TREATED** as well as your observations of how others are treated based on their personal identities? Circle the appropriate responses below according to the key. Note that there is a column for how **YOU** are treated and how **OTHERS** are treated.

KEY: DK=Don't Know; VP=Very Poor; P=Poor; A=Average; G=Good; VG=Very Good

Treatment of DAS employees based on their identities	Treatment of YOU						Treatment of OTHERS					
Race/ethnicity/culture (8ab)	DK	VP	P	A	G	VG	DK	VP	P	A	G	VG
Gender (9ab)	DK	VP	P	A	G	VG	DK	VP	P	A	G	VG
Age (10ab)	DK	VP	P	A	G	VG	DK	VP	P	A	G	VG
Religion (11ab)	DK	VP	P	A	G	VG	DK	VP	P	A	G	VG
National origin/language (12ab)	DK	VP	P	A	G	VG	DK	VP	P	A	G	VG
Sexual orientation (13ab)	DK	VP	P	A	G	VG	DK	VP	P	A	G	VG
Disability (14ab)	DK	VP	P	A	G	VG	DK	VP	P	A	G	VG
Veteran's status (15ab)	DK	VP	P	A	G	VG	DK	VP	P	A	G	VG
Marital/family status (16ab)	DK	VP	P	A	G	VG	DK	VP	P	A	G	VG
Job level or job title (17ab)	DK	VP	P	A	G	VG	DK	VP	P	A	G	VG
Educational level or background (18ab)	DK	VP	P	A	G	VG	DK	VP	P	A	G	VG

For treatment seen as "very poor" or "poor", please describe in the box below:

Your Opinion Counts

Section C: HAVING OPPORTUNITIES ✎ From a diversity perspective, to what extent at DAS do personal identities negatively influence opportunities for promotion/advancement and training/course work? Circle the letters corresponding to the key below regarding the extent to which personal identities **NEGATIVELY** influence **PROMOTIONS** and **TRAINING** opportunities. (A "very great extent" rating means that the personal identities make a huge difference in whether or not promotions or evenhanded treatment are given. "No extent" means that personal identities have no influence.)

KEY: DK=Don't Know; NE=No Extent; SE=A Small Extent; ME=A Moderate Extent; GE=A Great Extent; VE=Very Great Extent

The extent that these identities NEGATIVELY influence the areas listed to the right	Promotions and Other Opportunities for Advancement	Training Opportunities and Course Work Offered by DAS or Elsewhere
Race/ethnicity/culture (19ab)	DK NE SE ME GE VE	DK NE SE ME GE VE
Gender (20ab)	DK NE SE ME GE VE	DK NE SE ME GE VE
Age (21ab)	DK NE SE ME GE VE	DK NE SE ME GE VE
Religion (22ab)	DK NE SE ME GE VE	DK NE SE ME GE VE
National origin/language (23ab)	DK NE SE ME GE VE	DK NE SE ME GE VE
Sexual orientation (24ab)	DK NE SE ME GE VE	DK NE SE ME GE VE
Disability (25ab)	DK NE SE ME GE VE	DK NE SE ME GE VE
Veteran's status (26ab)	DK NE SE ME GE VE	DK NE SE ME GE VE
Marital/family status (27ab)	DK NE SE ME GE VE	DK NE SE ME GE VE
Job level or job title (28ab)	DK NE SE ME GE VE	DK NE SE ME GE VE
Educational level or background (29ab)	DK NE SE ME GE VE	DK NE SE ME GE VE

For opportunities seen as negatively influenced to a "great extent" or "very great extent", please describe in the box below:

Section D: BEING SUCCESSFUL ✏ From a diversity perspective, to what extent are there barriers based on personal identities to success and fair treatment at DAS? Circle the letters corresponding to the key below regarding the extent to which personal identities **NEGATIVELY** influence **BEING SUCCESSFUL** and being treated **EVENHANDEDLY**. (A "very great extent" rating means that personal identity makes a huge difference in whether or not you are successful or given evenhanded treatment. "No extent" means that personal identities have no influence.)

KEY: DK=Don't Know; NE=No Extent; SE=A Small Extent; ME=A Moderate Extent; GE=A Great Extent; VE=Very Great Extent

The extent that these identities NEGATIVELY influence the areas listed to the right	Being Personally Successful (Being Allowed to Learn and Follow the Rules for Success)	Being Treated Evenhandedly and Fairly by Supervisors
Race/ethnicity/culture (30ab)	DK NE SE ME GE VE	DK NE SE ME GE VE
Gender (31ab)	DK NE SE ME GE VE	DK NE SE ME GE VE
Age (32ab)	DK NE SE ME GE VE	DK NE SE ME GE VE
Religion (33ab)	DK NE SE ME GE VE	DK NE SE ME GE VE
National origin/language (34ab)	DK NE SE ME GE VE	DK NE SE ME GE VE
Sexual orientation (35ab)	DK NE SE ME GE VE	DK NE SE ME GE VE
Disability (36ab)	DK NE SE ME GE VE	DK NE SE ME GE VE
Veteran's status (37ab)	DK NE SE ME GE VE	DK NE SE ME GE VE
Marital/family status (38ab)	DK NE SE ME GE VE	DK NE SE ME GE VE
Job level or job title (39ab)	DK NE SE ME GE VE	DK NE SE ME GE VE
Educational level or background (40ab)	DK NE SE ME GE VE	DK NE SE ME GE VE

For barriers seen as existing as a "great extent" or "very great extent", please describe in the box below:

Rosario/Shapiro Consulting Group

Your Opinion Counts

No one from the Diversity Council or the Department will see your individual surveys or answers. All individual responses are confidential; responses will be reported out only for broad personal identity groups (e.g. race/ethnicity/culture, gender, etc.). For the purpose of making personal identity group comparisons, please indicate your personal identity group memberships below with a check mark in the space provided.

41. Are you:
       a.   ___African-American
       b.   ___Asian (Please specify: _____)
       c.   ___Black
       d.   ___Caucasian/White
       e.   ___Latino/Hispanic (Please specify:_____)
       f.   ___Native American (Please specify: _____)
       g.   ___Other (Please specify: _____)

42. Are you:
       a.   ___Female
       b.   ___Male
       c.   ___Transgender

43. Are you:
       a. Heterosexual
       b. Gay/Lesbian/Bisexual/Other

44. Are you:
       a.   ___18-29 years of age
       b.   ___30 to 49 years of age
       c.   ___50 years of age or older

45. Do you have a medically certified disability?
       a.   ___Yes
       b.   ___No

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46. Are you:
   a. ___Non supervisor
   b. ___Supervisor

47. Are you working in:
   a. ___Business Enterprises/Fleet/Print, Mail, Courier/Procurement
   b. ___Office of the Commissioner/Business Advisory Group/Communications
   c. ___Human Resources Business Center/Human Resources Planning and Support
   d. ___Financial Services Center
   e. ___Strategic Leadership Center

Please add any additional comments below.
After completing the survey, please place it in the envelope and seal it. Surveys can then be returned on MARCH 1, 2002 between 12:00 PM – 3:00 PM in the 5th Floor North Mechanical Room of the State Office Building.
THANK YOU for taking the time to complete this survey.