

# GED 2016 CONFERENCE

## SEMINAR ABSTRACTS

### **SEMINAR A1:**

#### **TEARING DOWN THE GLASS PYRAMID: WHY LEADERS FINALLY NEED TO EMBRACE TRANSPARENCY & DIVERSITY**

**Ann Francke**, Chief Executive, CMI

Women in management face twin problems: a gender pay gap and a systematic under-representation at senior levels, which sees female leaders become rarer and rarer in the upper tiers of British organisations. The government's decision requiring large companies to report on how they pay men and women from 2017 has seen the gender pay gap rocket up the business agenda. But how many have truly embraced transparency to drive diversity?

We will outline why business leaders should get on the front foot by embracing transparency to drive change, drawing on the latest data on the gender pay gap from the National Management Salary Survey – a tracking survey dating back as far as 1973 – and insights into the lower rates of pay and bonuses received by women. We will look at how far employers are succeeding in tackling the twin challenges around pay and under-representation, and make the case that diversity delivers results.

Ann Francke – Chief Executive at the Chartered Management Institute – sits on the Government Equalities Office's Business Reference Group which is advising on the development of the Section 78 regulations for reporting on the gender pay gap. She was also a witness to the Women and Equalities Select Committee Inquiry into the gender pay gap, and is a regular commentator on business and leadership issues.

Ann is also a member of the Cancer Research Women of Influence Board, a member of WACL and an Advisory Board member of Lancaster and the Open University Business Schools. Ann has been named in the top 100 women to watch in the 2015 Female FTSE report from Cranfield.

Ann is author of the Financial Times Guide to Management: How to Make a Difference and Get Results. Prior to CMI Ann was Global General Manager at the British Standards Institution, held executive board positions at Boots and Yell and was European Vice President at Mars with responsibility for the pet care portfolio. Ann began her career at Procter and Gamble and managed a variety of international brands including Pampers, Always and Olay before rising to global general manager.

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### **SEMINAR A2:**

#### **PAPER 1: BEST PRACTICE CASE STUDY OF A STAFF DIVERSITY NETWORK – RELIGION & ETHNIC MINORITY (REM) NETWORK, DEPARTMENT OF ENERGY AND CLIMATE CHANGE (DECC)**

**Fatima Uzzaman**, Vice-Chair, REM Network

Increasing the representation of people from an ethnic background has been just one of the few areas where the civil service has strived to make real progress. Statistics tell us that the make-up of civil servants from an ethnic minority background is 10.6%, however only 7.1% are those who are Senior Civil Servants. To get a better understanding of what this means on a grander scale, it helps if we make a comparison to 14.1% of the population in England and Wales who are from an ethnic minority background.

Therefore, slowly, very slowly, the civil service is starting to become more like the country it serves. But there is more to be done and this has been evident from the drive within the civil service to increase diversity, notably the Civil Service Talent Action Plan; and within our own home department, the Department of Energy and Climate Change (DECC) where a Diversity Plan was launched in April 2015.

DECC has a number of staff networks that sit in the heart of the business, all committed to increasing diversity. The Religion and Ethnic Minority (REM) Network was formed in October 2008, at the same time that DECC was established.

Ensuring that every talented, hard-working individual is provided with the opportunity to progress in their careers, despite their religion or ethnic background is no mean feat to tackle. It requires cultural change, dedication and passion in order to implement. The work of the REM Network is therefore driven forward by a voluntary Executive Committee, elected to provide strategic direction and governance. We are supported by an army of Network members. And, in the true spirit of equality and diversity, the REM Network is an inclusive, welcoming group, open to all DECC staff who value diversity.

Our mission statement is to change the face of DECC to reflect the diverse society we serve and to promote an inclusive culture in which our members feel supported and empowered. Our aims are to:

- 1) to influence the culture and composition of DECC;
- 2) seek to improve the personal development and career progression of REM members and DECC staff;
- 3) to empower and support the wellbeing of REM members;
- 4) to increase the reach of REM, through collaboration with DECC networks, other government departments and external organisations to achieve our shared aims.

To name a few of our achievements:

We have been running a successful Mentoring Scheme since May 2013. The partnerships last on average 3-9 months, and has attracted high quality participants because of the time we invest in matching people, and the guidance and training we provide. Owing to the success of this scheme, in May 2015, the scheme was merged into the single DECC mentoring offer.

Last year we launched a Reverse Mentoring Scheme directly aimed at improving senior civil servants' understanding of staff from different backgrounds and to encourage them to champion equality and diversity as leaders. Reverse Mentoring is when a person from an under-represented group is assigned to mentor a senior manager on diversity-related topics. Each mentor-protégé pair meets for a specified number of times specifically to talk about issues that affect persons of diverse backgrounds. The Permanent Secretary and all Director Generals have signed up and it has now been rolled out for all Senior Civil Servants in DECC to sign up to, for development purposes.

We hold monthly motivational coaching sessions (attracting up to 22 people each time), this includes a live video conference link with colleagues in Aberdeen (our sister office in the north) to ensure that we are fostering the culture of inclusivity and talent development wherever an individual sits in the organisation.

Our coaching sessions involve inviting inspiring speakers to share their career journeys and how they have overcome obstacles to progression. The sessions provide support for application forms and interview preparation, taking people through the Civil Service Competency Framework.

The practical support we provide such as this has received incredibly positive feedback from staff and importantly, helped a number of members get promoted.

*“Amazingly, through going to the coaching sessions, I found a renewed sense of confidence and started exploring other development opportunities within DECC.....Additionally, the REM network matched me up with a mentor who was – and still is a very positive influence on me. She helped me identify my strengths and weaknesses and provided encouragement all the way to my next interview. I felt much more confident in preparing for this interview and I got the HEO job.”*

We also influence internal policies that affect our members, by working closely with HR and other staff diversity networks. Importantly, we share best practice with other departments and external organisation learning from others and celebrate successes.

## **PAPER 2:**

### **ADVANCING EDI**

**Richard Chapman-Harris**, Equality, Diversity and Inclusion Manager, Mott MacDonald

Additional author: Hannah Selby

Mott MacDonald (MM) is a \$2bn engineering, management and development consultancy; we use our ingenuity to create lasting value for all we work with. We are keen to support the GED in recognising and supporting organisations working on diversity and inclusion at the heart of their business as we do. In 2015, we focused our equality, diversity and inclusion (EDI) efforts to help embed a truly inclusive culture in MM UK. These efforts are managed through our EDI Action Plans which include internal research, employee engagement and work with key external agencies. Two areas of best practice we would like to share through your event are outlined below:

#### **1. Investment in Employee Networks – Advance**

Our employee network ‘Advance’ is led by Champions who have protected time and budget to drive our initiatives; we have 10 Regional Champions and 6 executive committee members who have a minimum of ½ day each per month to work on EDI. Each Regional Champion works in a pair to coordinate efforts on their region (5 in the UK). To make real progress and not expect staff to support EDI ‘in their own time’ our Chairman was clear that we needed time and reasonable budget. This is best practice, especially in our sector, as many networks are run by volunteers who can struggle with work life balance.

It is Champions’ time which helped us to run a full week of events for Inclusion week in 2015. We had over 250 colleagues taking part in events for Advance’s first Inclusion Week held in June 2015 which included the 1<sup>st</sup> Management and Construction Peer Learning Forum with Business in the Community attended by 25 EDI stakeholders from 19 peer firms. Advance coordinated events on Men’s Health, Mental Health and Ramadan with communications on our intranet homepage, in our staff newsletter, on social media platform Yammer and through posters in our offices.

#### **2. A multi-media intervention – Unconscious Bias (UB)**

Over 400 members of staff have voluntarily attended workshops across the UK (nearly 10% of the UK workforce). These lunch and learns were designed by our EDI Manager and are delivered to staff of all grades, booked by Advance Champions or HR teams and increasingly through referrals by senior leaders. The sessions have an average 93% positive feedback rating across utility (how useful was it), quality (how good was it), approachability (how inclusive was the delivery) and sustainability (how could it be improved)? We have also had qualitative feedback with staff sharing that colleagues now challenge each other positively on UB as this has become common terminology in the business. The session is followed up with e-learning tests and optional 1-2-1 coaching.

Our board were the first to have UB training from Pearn Kandola and this was built on by 1-2-1 UB coaching and action planning with our EDI Manager. To bolster these efforts we are also producing an unconscious bias e-learning package for all new starters which will be offered to all UK staff with plans for group-wide/global application.

**Topics:** We would also be interested to support sector-specific work as challenges may vary. Engaging senior men and supporting the majority to connect with EDI is also an area our EDI Manager has spoken on at similar events.

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### **SEMINAR A3:**

#### **PAPER 1: DIVERSITY & INCLUSION – MARGINAL OR MANDATORY?**

**Wendy Lasebikan**, Director of HR and Corporate Office and **Natasha M Levanti**, Group Communications Executive, Association for Consultancy and Engineering (ACE)

No longer can a business leader dismiss diversity and inclusion (D & I) in the workplace. Particularly for those working in the natural or built environment D & I has proved a business necessity – without which the skills and retention challenges facing the industry will not be conquered.

Instead of concentrating on further establishing the validity of these claims, we must work together to show peers throughout the UK and the world that it is possible – for any size company – to achieve diversity and inclusion.

Association for Consultancy and Engineering (ACE) published *'Diversity & Inclusion – marginal or mandatory'* in January, condensing the wisdom of diversity and inclusion leaders industry-wide into 10 realistic and tangible business strategies. Combined, these allow any size business to improve innovation, customer satisfaction, financial performance, as well as address the predicted skills and retention gap.

Three business strategies that prove fundamental amongst these ten are: building a true foundation for both diversity and inclusivity, fostering positive leadership and management, as well as open endorsement of diversity and inclusivity values.

All efforts depend upon building a true foundation for both diversity and inclusivity. While there is a tendency to emphasis a particular underrepresented group within support services, which undeniably can lead to increased achievements, this also increases the risk of workforce fragmentation with individuals not in this group potentially feeling angry or excluded from support.

To mitigate this risk, it is vital to achieve balance between supporting a particular group whilst also ensuring all workers have equal access to support resources. For companies with fewer resources, inclusivity or ensuring all workers have access to equal support, should be first priority; for while diversity is often centred on year-by-year improvement, inclusivity is centred on staff satisfaction, teamwork and workplace appeal elements that are achievable no matter the resources.

Yet such a foundation cannot be achieved without ensuring that all leaders truly believe in the value of, as well as have the ability to manage in an inclusive way that supports diversity in all its forms.

For company culture to truly change, D & I must be spearheaded by company leaders and upheld within all levels of management. If even one level of management within the organisation does not truly believe that D & I is important, then positive cultural change will not

be achieved. Senior leaders must invoke the powers of transformational leadership, fostering a true belief in diversity and inclusion as a business necessity, enabling true cultural change company-wide.

Akin to this, companies and leaders must openly endorse the importance of diversity and inclusion, as it is only through being open about the importance that recognition occurs, with subsequent positive results inspiring other companies to embrace diversity and inclusion. Improving diversity and inclusion is a multifaceted process. Yet together key strategies have been identified and are ready for adoption in all businesses, ensuring that together we can move forward to overcome the lack of diversity or inclusivity once and for all.

## **PAPER 2: USING EQUALITY & DIVERSITY DATA TO INFORM 'SUCCESS FOR ALL' STUDENTS**

**Michael Kerrigan**, Strategic Data & Intelligence Manager (Widening Participation & Student Success), Nottingham Trent University

**Additional authors:** Ed Foster, Sarah Lawther

In 2014, Nottingham Trent University (NTU) undertook a comprehensive statistical analysis of differential success rates between groups with protected equality & diversity (E&D) characteristics and the undergraduate student body at large. Our research found strong statistical evidence that male students, black and minority ethnic (BME) students, students from low socio-economic backgrounds and students entering HE via a vocational qualification route were more likely to withdraw from their course, less likely to achieve a 'good degree' and less likely to progress to further study or professional occupations. These trends held even after controlling for pre-entry qualifications and other known influencing factors. In effect, certain student groups were disadvantaged before they entered university and, contrary to the common conception, this disadvantage was further exacerbated post-entry. Subsequent national research<sup>1</sup> demonstrated that this issue was by no means solely a NTU concern, but reflected sector trends.

With strong support from the University's Vice Chancellor, in 2014/15 NTU responded to the above evidence and launched the Success for All strategy, to facilitate the success of all of our students across the whole student life cycle. This involved a sustained campaign of information raising through workshops, guest lectures, data sharing and targeted communications to key staff. In parallel, the University delivered over 20 action research projects focused on activities such as tutoring, peer mentoring and study support. In 2016/17, we will use the evidence from these trials to launch large scale strategic change plans.

Underpinning the Success for All strategy is the NTU Student Dashboard. This dashboard systematically tracks student engagement by recording learning activities such as library use, IT logins, attendance and coursework submission. This engagement data is easily accessible to both students and staff. Our analysis demonstrated that those students that were identified as low engagers by the dashboard were significantly more likely to withdraw from their studies and achieve lower grades. The dashboard automatically alerts tutors about students with low engagement so they can intervene accordingly. Critically, our evidence showed that these low engaged students were also disproportionately from disadvantaged E&D backgrounds, enabling us to target interventions based on student behaviours rather

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<sup>1</sup> <http://www.hefce.ac.uk/pubs/year/2014/201403/>

than characteristics, thereby avoiding the potential harmful effects of 'labelling' student groups. Moreover, the dashboard data appears to be more likely to motivate these students to increase their engagement. For example, 93% of BME students reported that they had increased the amount of time spent studying after using the dashboard compared with 78% of their white peers and were also twice as likely to be spurred on to book an appointment with their tutor (March 2016).

Success for All is a long-term, ongoing initiative, and there is no 'quick fix' that will totally extinguish the deep-rooted gaps in student success rates. However, our latest end of year statistics show that the direction of travel is a positive one, with gaps in retention rates and 'good degree' rates narrowing across most of the noted disadvantaged groups.

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#### **SEMINAR A4:**

#### **FROM THEORY TO PRACTICE: IMPLEMENTING INCLUSIVE LEADERSHIP IN YOUR ORGANISATION**

**Anne-Marie Senior**, Consultancy Manager, ENEI

As organisations struggle to develop work cultures that are both diverse and inclusive, the idea of inclusive leader has emerged as a concept that helps leaders to develop their skills and competencies.

In 2015 ENEI commissioned a major piece of research that examined what inclusive leadership means in practice and what the impact of inclusive leadership is on organisational performance.

In this workshop you will hear the key findings of our research, together with a number of case studies from public and private sector organisations which demonstrate how you can help to embed the principles and practices of inclusive leadership in your organisation.

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#### **SEMINAR B1:**

#### **PAPER 1: REMODELLING ACADEMIC APPRAISAL**

**Dr Caroline J Cripps**, Contract Researcher Sheffield Hallam University

Additional authors: J Hinrichsen and AJ Middleton

Higher Education should be an industry in which equality and diversity are prioritised, to enable individuals to fulfil their potentials. There should be systems in place, such as annual reviews of work carried out in relation to targets set, to enable both students and staff of all protected characteristics and social backgrounds to achieve. Our research looked at 'appraisal' systems for academic staff in UK universities, both in the literature and through interviews with senior staff in 6 universities involved in the Higher Education Academy (HEA)'s career progression and Staff Transitions Strategic Enhancement Project. These were conversations about good practice, not a survey. We found a range of processes with various degrees of overlap and/or coordination. Many universities are trying to create systems that recognise equally the value of different roles, and the people who carry them out.

In response to our research questions, we found:

1. What is the rationale for a possible new model of Academic Appraisal?
  - Current appraisal/review models may disadvantage women, and some minority groups, by systems that prioritise research over teaching.



- Some universities use the same processes for all staff, to emphasise that all staff work for the benefit of the students; whereas others now concentrate on rewarding and developing staff with high teaching responsibilities.
2. What are the guiding principles and structure of the possible model?
    - Performance review must be useful to both staff members and the university. It must be done well, by adequately trained and resourced staff.
    - Alignment of both timing and targets is crucial.
  3. What are the pragmatic issues to be determined?
    - Consider the needs at the interfaces between whole university, schools and individual staff members; and between HR and academic developers.
    - What must be done by managers? What is best done by peers? When in the year should these functions be carried out?
    - Commercial software packages are available for appraisal or work planning.
  4. How do we ensure that the model works fairly for all people of all protected characteristics?
    - Adequate diversity training is important. (Threadgold & Glossop 2015).
    - An accurate database is needed for objective analysis of all aspects of work and careers in relation to protected characteristics.
    - The pilot scheme should include consultation for Equality Analysis.
    - Opportunity to request appraisal with someone who matched (say two) protected characteristics.
    - Ask directly about equality issues in relation to protected characteristics. Power imbalance can lead to mismatched assumptions about personal and organisational goals, and how to achieve them.
    - Role models are important.

As a result of these findings we are now piloting a modified model; which will be evaluated by a questionnaire.

## **PAPER 2: IS OUR HOUSE IN ORDER; EXPLORING THE EXPERIENCES OF INEQUALITY IN THE HR PROFESSION**

**Elaine Yerby**, Senior Lecturer, University of East London

As an important actor in diversity management the Human Resource (HR) profession is often overlooked in terms of its own diversity credentials. As organisations are encouraged to become more transparent in their publication of diversity data and strategies it is likely that the HR profession will play in key role in supporting organisations to achieve this. But what has the diversity management meant for women working in HR? How do they experience inequality or discrimination and how do these experiences within their own careers shape their attitudes and behaviours when implementing and evaluating diversity management schemes?

The HR profession in the UK is still highly feminized, as membership statistics from the Chartered Institute of Personnel and Development (CIPD) reveal. Over seventy-five percent of its approximately 130,000 members are female (CIPD, 2012). As with other female dominated occupations there are consequences of this for female HR professionals. Pay inequity in senior roles is higher than the national average and whilst 86% of entry level HR roles are held by women at Director-level they only occupy 42.5% of positions (XpertHR Salary surveys, 2011). It can be argued that these unequal career outcomes call into question the espoused values, role and effectiveness of the HR profession in promoting and addressing wider equality, diversity and inclusion issues within organizations.

The main aim of this research is to explore and challenge dominant discourses within the HR profession that contribute to unequal career outcomes for women in the profession. In doing so there is the transformative opportunity to make careers in HR more equitable for women. In addition, by exposing and understanding the complex power relations that cause unequal outcomes within their own profession there is an opportunity for HR professionals, as important social actors in the management of diversity, to apply new thinking to the causes and solutions of disadvantaged and discrimination that exists within the wider organization. This research seeks to address a current gap in the literature by employing the use of feminist discourse analysis to explore empirically how the gendered nature of organizations, management and occupations shapes female career experiences in the HR profession. This research also contributes to the small but growing body of work that has explored the roles and identities of men in female dominated professions (Williams, 1993; Lupton, 2000 & 2006; Simpson, 2004; Pullen and Simpson, 2009).

This research therefore seeks to make a significant contribution to studies of women careers in the HR profession by avoiding the common trap of presenting women as a homogenous group and recognising the multiple experiences and facets of being a 'women'. Previous recommendations for improving women's career opportunities have tended to be made in relation to the women's 'shortcomings' and in comparison to a male 'ideal' this research seek to provide new insights in career management that highlight the underlying causes that create unequal outcomes for women in the profession rather than blaming them.

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## **SEMINAR B2:**

### **PAPER 1: DIVERSITY IN THE LEGAL PROFESSION: A PERSONAL STORY**

**Ms Funke Abimbola FRSA (Solicitor)**, General Counsel & Company Secretary (UK & Ireland), Roche Products Limited

This presentation will focus on the presenter's personal journey to her current role which touches on ethnicity and gender issues, including the impact of her having her son and returning to work at a Central London law firm after maternity leave. This was over 10 years ago when there was, seemingly, a dearth of 28-year-old female corporate solicitors having children at all – most waited till they were promoted to partner in their mid-30s and then had their children. Funke was the first to ask to work flexibly in the firm's history after returning from maternity leave.

She will also talk about how her experiences of working in law firms sharply contrasted with working at Roche where, for the first time, she experienced what it was like to work in a truly diverse workplace. She will talk about the benefits of working in a diverse workplace including how diversity gives employers the competitive edge.

### **PAPER 2: DEMONSTRATING IMPACT IN THE NHS**

**Paul Deemer**, Head of Diversity and Inclusion, NHS Employers and **Kate Milton**, Senior Manager, Equality and Health Inequalities, (Workforce, Training and Delivery), NHS England

The NHS has a workforce of 1.3 million people, making it the fourth largest employer in the world and the largest in Europe. In 2015, NHS Employers (who represent NHS organisations in terms of workforce issues) and NHS England (who set the direction of travel for the NHS) came together with Disability Rights UK to look at the issue of workplace experience of staff with disabilities. The initial research revealed that there are currently 31,322 people who have disclosed and identified themselves as disabled and employed in the NHS through the national electronic staff record database - which represents 2.6 per cent of the workforce. However, the research also revealed that in the anonymised national staff survey, nearly 17% of NHS staff identified themselves as having a disability.



This prompted more research – in partnership with Middlesex University – which in turn led to the development of a metric (the workforce disability equality standard). It is hoped that this metric will help NHS organisations to measure and assess the extent of their organisational competence when it comes to engaging with and supporting disabled staff.

The purpose of the workshop would be to share the metric with delegates; test out the validity and viability of the metric; and explore other tools and potential solutions to this problem that delegates may have tried within their own organisations.

#### **Contact details**

**Paul Deemer, Head of Diversity & Inclusion, NHS Employers**

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#### **SEMINAR B3:**

##### **PAPER 1**

##### **DEMONSTRATING DUE REGARD: RETHINKING EQUALITY IMPACT ASSESSMENT**

**Professor Hazel Conley and Lucy Rees**, Centre for Employment Studies Research, University of the West of England

The requirement under s. 149 of the equality Act 2010 (the public sector equality duty or PSED) for public authorities to demonstrate due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations is proving to be problematic (Fredman 2011). It is also politically controversial since the Prime Minister in a speech to the CBI in November 2012 'called time' on the use of equality impact assessment (EIA), the tool most used by public authorities to demonstrate due regard. Research indicates that most public authorities continue to use EIA to demonstrate due regard (Conley and Page, 2015) and analysis of judicial review judgements strongly indicate that judges expect that, whether called EIA or not, some systematic mechanism should be in place for public authorities to demonstrate due regard (McColgan, 2015). The 'Brown Principles'<sup>2</sup> have gone some way to providing a framework for what is legally acceptable but the great number of judicial review cases stemming from the PSED indicate that public authorities and the public they serve, at least in England, are not aligned in their expectations of what due regard requires or entails.

This paper examines the PSED and due regard in relation to theories of responsive and reflexive legislation, drawing some comparisons with different conceptual analyses of EIA as either 'expert-bureaucratic' or 'participative-democratic'(Nott, 2000) to provide a clearer understanding of the basis of the legislation and how it might be implemented differently. The paper further draws on other examples from the Equality Act that have more clearly codified the use of assessment tools for equality purposes as a basis for rethinking EIA as a method of demonstrating due regard.

#### **References**

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<sup>2</sup> R (Brown) v Secretary of State for Work and Pensions [2008] EWHC 3158 (Admin)

Nott, S. (2000) *Accentuating the Positive: Alternative Strategies for Promoting Gender Equality*. In F. Beveridge, S. Nott, and K. Stephen (eds.) *Making Women Count: Integrating gender into law and policy-making*. Aldershot, Ashgate.

## **PAPER 2:**

### **Embracing Transparency and Demonstrating Impact at Network Rail**

**Frances McAndrew**, Programme Manager (Diversity and Inclusion), Network Rail and  
**Mike Barber**, Deloitte

Network Rail's Everyone Strategy describes our vision, priorities and the approach to diversity and inclusion that will help to deliver a better railway for a better Britain.

Being more open, diverse and inclusive will enhance our safety, our performance and the value that we deliver to our stakeholders. It will also help us to attract and retain the best people and build more collaborative relationships with our customers, partners and suppliers.

#### **Access and inclusion:**

We are working towards achieving this vision through a programme of activity that addresses our 10 objectives within three themes; In terms of culture and ease of use of our stations and facilities;

1. To develop a safe, inclusive and fair culture where people feel respected, engaged and able to speak out.
2. To deliver a more inclusive and accessible service, increasing our ability to serve existing and potential customers.

#### **Behaviours and benchmarks**

The way that we work with each other and the environment we create, which we will continually benchmark to gauge our progress;

3. To positively influence the career choices of the next generation and those who don't traditionally apply so that we attract applications from a wider range of potential employees.
4. To consistently use open, transparent and merit-based processes to attract and develop the best people who bring a diverse range of personalities, expertise, ideas and experiences
5. To manage our people and projects fairly in a way that is collaborative, accountable, customer driven and challenging
6. To encourage innovation, positive interactions and new collaborations that enhance our safety, performance, decision-making and preparedness for the future

#### **Contribution**

Both internal and externally with other organisations and stakeholders.

7. To work with our existing and future suppliers and commercial partners to promote our commitment to diversity and inclusion
8. To build more collaborative

relationships with community-based groups and stakeholders so we are better able to meet their current and future needs

9. To work with UK and EU government departments to influence transport and environment policy and practice

10. To influence the rail industry and the wider transport sector to be more open, diverse and inclusive

We have worked collaboratively with Deloitte to design a set of bespoke Key Performance Indicators (KPIs) that tell us if the work we are doing is progressing our objectives and helping us to deliver our vision.

The KPIs were developed over 12 months of research including

- Identification of the factors most important to our external stakeholders
- Global benchmarking against other similar organizations and standards
- Creation of a long list of a possible 125 indicators
- Review of how feasible, appropriate, aligned and valuable each KPI was
- Internal stakeholder consultation

As the work on diversity and inclusion matures, so will our KPIs, for example moving from measuring numbers of diversity champions to time spent by each. Our KPIs are measured using an online dashboard and national and local scorecards and will be privately then publicly assured.

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#### **SEMINAR B4:**

#### **DIVERSIFYING THE SUPPLY CHAIN IN A GLOBAL ORGANIZATION**

**Andrea Fimian**, EMEA Supplier Diversity Program Manager, Procurement Focal Point IBM Switzerland Ltd, IBM Transformation and Operations

This presentation is about diversity in the supply chain, challenges, opportunities and IBM's diverse supplier program. IBM recognizes that a diverse supplier base is integral to company profitability and strategic objectives--solidifying the connection between customer satisfaction and winning in the marketplace. IBM's supplier diversity program expands purchasing opportunities for businesses owned and operated by minorities, women, lesbian and gay, veterans and service disabled veterans, and disabled persons. Purchasing opportunities are also expanded for our non-profit organizations that hire disabled persons and for HUBZone companies.

Building and maintaining a community of diverse suppliers increases IBM's opportunity to hear new ideas, apply different approaches, and gain access to additional solutions that respond to customer needs. Such collaboration helps IBM deliver innovation, quality products, and world-class service to a growing global marketplace.

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## **SEMINAR B5**

### **Great tips on managing maternity leave and pregnancy in your workplace**

**Quinn Roache**, Project Manager, Economy and Employment Directorate, **EHRC**

There is a great deal of evidence highlighting the advantages of attracting and retaining mothers in the workplace. We know that women make a valuable contribution to the business, which is imperative for leading employers to maintain competitive advantage.

Greater gender diversity also improves staff retention rates (reported by 76% of businesses as an advantage) and staff motivation (reported by 73% of businesses as an advantage). While research by McKinsey shows that more than £600 billion, or 26%, could be pegged on to the gross domestic product (GDP) in 2025 if women and men played an identical role in the UK labour market **and** that companies that retain more women in their workplace gain a competitive edge with business in the top quartile for gender diversity being 15% more likely to outperform the national industry median.

However recent research into pregnancy and maternity discrimination has found that:

- three in four (77% or 390,000 a year) mothers say they have had a negative or possibly discriminatory experience at work
- one in nine (11% or 54,000 a year) were either dismissed, made compulsorily redundant where no one else was or treated so poorly they felt they had to leave their jobs.

In this seminar we will discuss practical steps employers can take to retain new and expectant mothers. We will highlight the steps household name employers are taking to tackle this persistent issue and provide attendees with an opportunity to develop practical and pragmatic solutions they can implement within their workplaces.

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## **SEMINAR C2: IF YOU WANT TO CHANGE THE NUMBERS YOU HAVE TO CHANGE WHAT YOU ARE DOING**

**Simon Fanshawe OBE**, Partner, Astar-Fanshawe

A 45 minute workshop exploring an original approach to achieving greater diversity - both tackling the diversity deficit and reaping the diversity dividend.

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## **SEMINAR C3:**

### **PAPER 1: EXPLORING THE IMPACT ON POLICY AND PRACTICE RESULTING FROM ENGAGEMENT WITH THE ATHENA SWAN CHARTER SELF-ASSESSMENT PROCESS IN A 'POST-92 UNIVERSITY'**

**Jill Collins**, Project Manager, Women in SET, Sheffield Hallam University

Sheffield Hallam University is the 6th largest university in the UK, with around 32,000 students (25,000 undergraduates and 7,000 postgraduates), 4,500 staff, over 2100 of whom are academic staff). The University gained a bronze Athena SWAN award in 2010 and this was renewed in 2013, following a further application. The University additionally holds a number of departmental awards – the Biosciences and Chemistry Department has gained two consecutive silver awards, while Engineering and Maths, Nursing and Midwifery and the Psychology Group all hold bronze awards. A further 6 departments are engaged in submitting (or renewing) applications for bronze and silver awards. As a post-92 institution we are in the minority of Athena SWAN award holders at both department and institutional award level compared to the Russell Group institutions and intend to share our experience and success in that context.

This paper will describe how the Athena SWAN process has influenced both policy and practice. It will explore how the institutional award has influenced the development of corporate and departmental processes and practices. Case studies will be used to explore how the range of subject areas responded to the differing gender issues they faced, and how they approached their department Athena SWAN award submissions. For instance, the issues faced by women academics in the subject area of engineering, which is male dominant, are very different to those faced by women academics in a large department of nursing and midwifery, which is female dominant.

The challenges involved in collation and monitoring of meaningful data in such a large institution will be explored, together with examples of how barriers and obstacles were overcome in order to reach a point of corporate and departmental best practice. A focus on how qualitative approaches have been incorporated into the Athena SWAN process and how this has impacted more broadly across the institution will be considered. The use of focus groups, based on results of the Employee Opinion Survey and other bespoke questionnaires have provided evidence, and discussions at champions meetings.

Enablers and enabling approaches, such as the appointment of champions and the formation of an effective 'champions network', will be shared alongside an exploration of how these help to inform the broader thinking of the institutional self-assessment team. An exploration of different models of leadership and levels of personal commitment will also be undertaken to identify their immediate and long-term efficacy and impact.

Key words: gender, policy and practice, Athena SWAN, workplace diversity

## **PAPER 2: A TWO-WAY PROCESS: PLAYING THE NUMBERS GAME WITH DIVERSITY**

**ALICE STREATFEILD**, Research Director, ORC International

Institutional memory can be rife in organisations with a long history and low turnover. Although there are benefits to this kind of shared knowledge, a group of decision makers who hold similar views narrows the scope of thought, and this can lead to an ingrained culture that is resistant to change – not something conducive to generating those big ideas.

Alternative perspectives are not inefficient, they are innovative.

A piece of research conducted by Katherine Phillips and colleagues from Northwestern University, USA showed that it is not necessarily the opinions from minority groups that bring about these different perspectives. The study showed that the mere presence of people from socially diverse groups can be enough for majority groups to put forward different perspectives and to examine information more critically. This is a powerful finding and emphasises how easy it can be to fall into groupthink when there is no physical reminder that there are other groups out there to consider.

Our own research compiled from the public and private sector also showed that, from an employee point of view, diversity could be done better. At the global level:

- Just under two thirds of employees (65%) felt individual differences were respected
- 59% were confident that career progression and development were equal across different groups
- 55% felt valued for what they could offer their organisation.
- 20% were not confident that, should they have a problem with how they were treated, their organisation would take appropriate action.

This leads to one of the major barriers to diversity we see in organisations we work with: bullying.

Our benchmarking database tells us that 16% of employees report that they have personally experienced bullying in the last year whilst working at their organisation. The incidence increases to 21% for people with a disability.

As long as it's viewed as a one-way process, diversity will remain a minority interest. When organisations understand the reciprocal benefits diversity can provide for employees and organisations alike, it will be taken seriously. Like employee engagement some 15–20 years ago, diversity will lose its fluffy-HR status and start to be part of C-suite discussions and woven into the fabric of employee value propositions and organisational culture.

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#### **SEMINAR C4:**

#### **PAPER 2: MEN IN MANAGEMENT**

**Michael Lassman**, Director, Equality Edge

When staff teams, management and boards have better gender balances and women and men have a better understanding of each other as colleagues, organisations function more effectively, there are fewer issues to deal with and bottom line benefit can be achieved.

There are many projects to empower and support women into management and decision making positions within companies in the UK and across the world too. Some of these have been very successful, some less so. What is often missed is that for women to rise effectively up organisational hierarchies, men have a part to play.

Often as the incumbent on boards and senior management teams, men may well need support too; allowing women alongside and passing them in the chain of organisational command. Often men struggle with this process, even though may support it in principal.

“Men in Management” programmes have been running for four years and delivered widely to organisations and individuals seeking to help women in management by working with their male colleagues.

Workshops are delivered to teams to explore aspects of gender difference that exist and have become barriers to streamlined and effective practice. Often teams are unaware of the impact that gender has on the ability of the team to function at its post productive.

“Men in Management” coaching practices exists for men referred for individual support. Generally this will occur after a woman is appointed as team leader or senior manager. She may become aware of one of the male members of the team being obstructive as she develops her role. On occasions the man is sent for coaching as part of a disciplinary process.

From time-to-time a women, who feels that she is being misunderstood by her male manager, will find “Men in Management” via an internet search. With support, she is empowered to tell him her concerns and he is then encouraged to attend a coaching programme. This process can be complex but also very rewarding for all concerned – a massive opportunity for personal and professional development.

At last year's Global Equality and Diversity Conference there was a presentation from a multi-national Indian company that had embarked on a women's empowerment programme. Since then a “Men in Management” programme has been delivered to a team of senior managers at their head office in Delhi. Most of the men who attended had previously been on a gender sensitisation



programme and professionally fully supported the process within the company of supporting women through management. However, their views as men, rather than as managers had not been sought, nor had they previously had an opportunity to air their concerns or voice the impact that women's empowerment was having on them.

We will explore how some traditional male behaviours impact on women in workplace and examine a gender equality exercise that has been delivered to a local authority senior management team that ceased to work effectively.

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## **SEMINAR C5**

### **Shared parental leave is a nice idea – but will it work?**

**Dr Jana Javornik**, Acting Director, The Noon Centre for Equality and Diversity in Business, University of East London

Shared parental leave [represents a policy milestone](#) to enable working fathers to take a more active role in caring for their children. But [a number of niggling issues have arisen](#), and the extension of women's parenting rights to fathers is so far proving limited. Why?

This seminar will show that while SPL is the right step towards a fairer distribution of care, and opportunities in the job market, it is addressing very stubborn cultural patterns - and cultural changes are slow to achieve. It is thus unrealistic to expect any radical change in a single year – it took Sweden and Slovenia more than 20 years and daddy quotas to change this. I will also show, however, that legislation is proving soundbite: by failing to address enhanced schemes, the legislature has created legal uncertainty, leaving scope for fathers to test access [through litigation using the anti-discrimination provisions](#) of the [Equality Act 2010](#).