



The Royal Academy  
of Engineering



# Implementing Diversity Policies: Guiding Principles

A guide for ITEC and other engineering businesses who  
want to benefit from employing a diverse workforce





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of Engineering



Roehampton  
University   
London

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**A guide for ITEC and other engineering businesses who  
want to benefit from employing a diverse workforce**

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# Content

Foreword	3
Acknowledgements	4
List of figures	5
Executive summary	6
1. Introduction	9
1.1 Why the need for a set of Guiding Principles for embedding diversity in the ITEC sector	9
1.2 How the Guiding Principles have been derived	10
1.3 Summary of the Guiding Principles	11
1.4 Schema of the Guiding Principles	12
2. Suggestions on how organisations might use these Guiding Principles	14
3. Guiding Principles	15
3.1 Vision and leadership	15
3.2 Well-defined business case	20
3.3 Company wide policies to mainstream diversity	23
3.4 Education, training and knowledge building	29
3.5 Supportive work practices and organisational culture	36
3.6 Open and transparent recruitment and career development practices	40
3.7 Partnering with external bodies	45
3.8 Targeted outreach and widening the recruitment net	49
3.9 Management of suppliers	53
3.10 Monitor, improve and celebrate success	56
3.11 Matrix of key supporting organisational case studies	60
4. Conclusions	62
5. Resources to help with your diversity journey	63
6. Notes	66
Appendices	
I. List of acronyms	68

## Foreword



I am delighted to welcome this new report - *Implementing Diversity Policies: Guiding Principles* – funded by The Royal Academy of Engineering and produced in partnership with Equalitec.

Equalitec, funded in part by the European Social Fund, under the Equal Programme, is a broad-ranging partnership of organisations committed to promoting and supporting women's advancement in Information Technology, Electronics and Computing (ITEC).

ITEC is a key driver of change in the global knowledge economy and a key contributor to the productivity and competitiveness of the European economy. But growth is being affected in some areas by a shortage of skilled ITEC workers.

To meet the continuing growth in ITEC we need to encourage more individuals with diverse backgrounds and skills, particularly women, to consider a career in ITEC and ITEC related businesses. It is now well recognised that there are many business and social benefits from encouraging greater diversity within the workplace. Yet women are currently under-represented in the ITEC sector, especially in more senior roles.

This report provides some practical guidelines on how to build an organisational culture where women and others from diverse backgrounds with business critical ITEC skills are encouraged to participate and reach their full potential. It contains many examples of good practice drawn from a range of ITEC employers.

I would encourage you to use this report with a range of people in your organisation to help stimulate debate and change policies and practices to encourage greater diversity.

Dr Rosalie Zobel  
Director  
Directorate G/Components and Systems  
Information Society and Media Directorate General  
European Commission

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## List of figures

Figure 1	Summary of the Guiding Principles	11
Figure 2	Schema of the Guiding Principles	12
Figure 3	Diversity – Balanced Business Scorecard	20
Figure 4	Development options to help managers manage a flexible workforce	31
Figure 5	Recruitment strategies to assist entry and re-entry of women into ITEC	40
Figure 6	Equalitec Career Model (reproduced with permission from Portia Ltd)	41
Figure 7	REC – Diversity Pledge for Recruiters (reproduced with permission from REC)	54
Figure 8	Intellect’s Women in IT Forum Survey – ‘Perceptions of Equal Pay’ (reproduced with permission from Intellect)	57

## Executive summary

This report draws together key learning from earlier Equalitec Diversity Forums and reports, as well as other research on implementing diversity, in the form of ten Guiding Principles that can be applied in organisations that want to build a more diverse workforce. It is intended to act as a practical guide for managers and diversity practitioners in Information Technology, Electronics and Computing (ITEC) businesses, and other organisations.

ITEC is now a major driver of change in many businesses, particularly in the service sector. But a shortage of skilled workers is making it difficult for some firms to compete successfully in the global economy. Despite this skills shortage, fewer than one in five ITEC professionals and managers are women and the number of women employed in ITEC is declining in most industrialised countries.

With organisations chasing fewer and fewer skilled workers, there is a strong business case for increasing the proportion of women in ITEC. Within the UK it has been estimated that removing barriers to women's employment and increasing their labour market participation could be worth between £15 billion and £23 billion. This is equivalent to 1.3 – 2.0% of Gross Domestic Product (GDP), according to the Women and Work Commission's report – *Shaping a Fairer Future* [1]. Yet many ITEC companies find it difficult to attract and retain women. One reason may be that IT continues to have a macho male image that can put women off. In addition many women and young girls are not aware of the diverse roles on offer in the ITEC sector and so do not see a match between their career aspirations and what is on offer.

Building a diverse workforce is not easy. It requires on-going commitment from senior leaders to bring about cultural change, underpinned by investment to develop a cohesive set of employment policies and practices. Furthermore, a concern raised at the November 2006 Equalitec Diversity Forum [2] is that the growing trend of global sourcing in IT is affecting the diversity and inclusion agenda in the UK. Where organisations can easily 'buy in' labour from other countries there is less of a business imperative to invest in growing its own workforce.

So why does this matter? Is diversity, particularly gender diversity, more difficult to achieve in the ITEC sector? Wider research suggests that women in Science, Engineering and Technology workplaces face difficulties over and above those experienced by women in other occupations, as these workplaces have traditionally been male dominated [3]. Industry commentators also acknowledge that the sector does create additional pressures for employees - something that can make it more difficult for women and others with caring responsibilities. First, there is often a need to deliver projects to specific deadlines, involving working long hours. Second, individuals need to spend significant amounts of time keeping abreast of the latest developments in the field and maintaining their skill levels; for women with caring responsibilities this can be especially problematic as updating of skills is costly and time consuming.

Many women working in ITEC are concerned that maternity leave and career breaks accelerate skills obsolescence. Although funding is allocated to training graduates (new entrants) this is generally not the case for women returners [4]. In addition women, and indeed men, who choose to work part-time often find their commitment questioned.

Whilst the equality duties (race, disability and gender) have created a ‘burning platform for change’ in public sector organisations, this same burning platform does not currently apply to private sector companies. But changes in the public sector tendering process, to ensure compliance with the general duties, are beginning to influence practice in private sector companies who bid for public sector contracts; this change forms a key component of the business case for some private sector companies as this set of Guiding Principles shows.

Equalitec, originally supported by funding from the Department of Trade and Industry (DTI), and latterly the European Social Fund (ESF), was established to promote and support women’s employment in ITEC. Over the six years that Equalitec has been running it has worked with over 50 organisations to help build and disseminate good practice for employing and retaining women in ITEC.

The Guiding Principles covered within this report, and listed below, are supported with many examples of good practice drawn from a range of ITEC employers. Many of these employers are working in partnership with Equalitec. Adopting the good practices contained within this report will help build workplaces that benefit all workers, not just women.

### **Guiding Principles for embedding diversity in ITEC and other related businesses**

- 1 Vision and leadership**
- 2 Well defined business case**
- 3 Company wide policies to mainstream diversity**
- 4 Education, training and knowledge building**
- 5 Supportive work practices and organisational culture**
- 6 Transparent recruitment and career development practices**
- 7 Partnering with external bodies**
- 8 Targeted outreach and widening the recruitment net**
- 9 Management of suppliers**
- 10 Monitor, improve and share success**

### **Recommendations for taking these Guiding Principles forward**

#### **Business leaders**

- Use this Guiding Principles report creatively to help raise debates and develop policies and practices in your own organisation. Some initial suggestions on how to do this can be found later on in the report. A key policy to review is your career and succession planning, making these more open and transparent. This will help address the needs of individuals at different life-stages and with different needs and aspirations, thus encouraging them to join your organisation.
- Revisit data monitoring policies and practices to find ways of enabling greater availability and transparency of data. Where firms are reticent about making specific data public they could perhaps share techniques of data gathering. This would help the measurement of progress both within and between organisations and help establish industry-wide benchmarks, against which broader change could be measured, particularly in relation to the gender pay gap.

- Consider partnering with a range of educational and professional bodies to ensure that the skills needed to work in the sector meet changing employers' needs.

One possible way of achieving this is to work in partnership with HE institutions, professional bodies, and other employers, to create an ITEC Academy, something similar to the Power Academy recently established to address the shortage of skilled power engineers. This would help continue the excellent work started by Equalitec. Equalitec partners have found the Equalitec brand, underpinned by the European Social Fund and support from the DTI, has created a legitimacy for the various activities that they are engaged in to bring about change. Without a similar body going forward there is a concern that change will not happen at the pace that is needed.

### Central government and other policy makers

- Provide more resources for educational institutions as well as the careers service to promote the diverse career opportunities available within ITEC.
- Review policies to help women returners, especially occupational returners (i.e. returners to the industry after an extended career break), who are an under-utilised pool of talent. A key policy area for change is education, where there is an opportunity to develop conversion courses for people with a degree in a discipline other than computer science, enabling them to take up an ITEC role. This would not only help women returners, but other people who may want to move into ITEC at a later stage in their career.
- e-skills UK: work more closely with businesses to develop skills frameworks and progression pathways for ITEC professionals working in different business sectors.

### Professional bodies

- Work closely with educational partners to change the general perception of the ITEC sector and encourage more people to seek employment in the sector.
- Encourage and assist ITEC employers to introduce and develop good employment development practices. This could be achieved by gathering data on the gender balance among members, promoting cultural change, and brokering learning networks.
- Develop the range and accessibility of professional development programmes, qualifications and networks, that address the development needs of women on maternity leave, as well as men and women who want to take a career break.
- Apply these Guiding Principles within their own professions and organisations.

# 1. Introduction

## 1.1 Why the need for a set of diversity guiding principles for ITEC organisations?

In today's global knowledge economy the innovative use of ITEC technologies is fundamental to business survival in an ever complex and competitive business world.

The ITEC sector continues to be a growth sector. Ten percent of the GDP in the UK comes from the ITEC sector, according to Intellect, the Trade Association for the UK high-tech industry. Furthermore 34% of the worldwide GDP comes from the ICT market according to the Public Technology Association [5]. With this amount of investment and growth in ITEC it is not surprising that the demand for skilled ITEC workers is outstripping supply. This is the case in all businesses, not just amongst the major ITEC producers.

Despite this increasing demand, the number of women employed in ITEC roles remains much lower than women's participation in the workforce more generally and is declining in most industrialised countries. In the UK fewer than one in five ITEC professionals and managers are female and this figure is even lower in IT strategy and software development roles [11]. With 40% of business requirements being for skills at advanced levels, the gender imbalance in the IT workforce creates a continuing challenge for businesses according to Karen Price, CEO, e-skills [6].

What these figures indicate is evidence of horizontal and vertical segregation [8] in a sector that was optimistically viewed in the 1960s and 1970s as a golden era for women's employment. As a relatively new sector it was anticipated that some of the traditional barriers experienced by women in the workplace would be removed, and that women would be able to participate on a more equal basis with men. Sadly the reality has not matched this optimism.

A concern voiced at one Equalitec Diversity Forum is that the growing trend of global outsourcing in IT is affecting the diversity and inclusion agenda [2]. Where organisations can easily 'buy in' labour from other countries, there is less of an imperative for firms to invest in developing its own workforce. However having IT systems developed and serviced by third parties does have skills implications for organisations' internal workforce. In practical terms this means a growing need for IT literate staff who understand the business and know how to use IT to drive the business forward [7].

With organisations struggling to attract and retain skilled knowledge workers, it does not make business sense to under-utilise diverse pools of talent, including women. Speaking at the November 2006 Equalitec Diversity Forum, Meg Munn MP, Parliamentary Under Secretary of State (Women and Equality) endorsed this view:

*"If the UK is to further develop and sustain a flexible, highly skilled workforce – one that is able to cope with the twin challenges of globalisation and rapid demographic change – then we have to ensure that all our talented people are involved."*

Yet the reasons for the lack of participation of women in ITEC roles are complex. Sector image, as well as organisational culture, has a role to play here. ITEC work is still perceived as a place for 'geeks' and 'anoraks', working long hours and with little interaction with others. However as other Equalitec publications have shown this image does not reflect the reality of ITEC work, or the diversity of employment opportunities [8].

The changing nature of ITEC work, particularly as offshoring and outsourcing has become more commonplace, has led to an increased demand for 'hybrid' workers. These are workers who can demonstrate both technical and behavioural skills, such as team working, communication, relationship management, flexibility and innovation, and project management. Behavioural skills are viewed as those that women are able to contribute, drawing on these from their multiple roles inside and outside the workplace. But if businesses want to capitalise on these behavioural skills they need to find more creative ways of attracting and retaining women.

## **1.2 How these Guiding Principles have been derived**

Working with a diversity agenda is challenging. There is no single simple solution. Organisations have to ensure a common understanding of diversity and the link with Equal Opportunities (EO). Whereas EO is concerned with difference at the social group level, diversity management is focused on individuals, with organisations striving to recruit and retain individuals with diverse backgrounds and experiences [9].

In addition, the diversity agenda is heavily contextualised: economic, political, legal and social forces each impact on business priorities and internal organisational practices. Despite these broader forces there do seem to be a number of key practices that organisations can focus on if they want to mainstream diversity.

Developing an organisational culture that is supportive of diversity and where women are encouraged to reach their full potential is not easy. The nature of some ITEC roles can make it difficult for women, and others with caring responsibilities, to combine their work and family lives. Yet as other Equalitec projects have identified, some organisations are actively trying to change their culture so that people from diverse backgrounds, and with diverse talents, feel included.

These Guiding Principles draw together some of the good practices developed in a range of private and public sector organisations. They have been derived from categories drawn from various sources: Equalitec Diversity Forum reports; the DTI and Equalitec sponsored report - Successful Recruitment Strategies and Practices; Times Top 50 'Workforce Diversity' index; BCS Women in IT awards; Aurora's 'Where Women Want to Work' awards; US National Academy of Engineering – Diversity in Engineering report, as well as the National School of Government's Diversity Excellence model and the Civil Service diversity performance indicators. The supporting case examples are drawn largely from Equalitec publications.

They have been tested out with Equalitec partners, and other organisations closely involved with Equalitec's work, to ensure that they cover the key areas that ITEC and other organisations need to focus on to build a diverse workforce.

### 1.3 Summary of the Guiding Principles

From the background sources outlined above we have identified 10 Guiding Principles. These are shown in Figure 1.

- |    |   |
|----|---|
| 1  | <b>Vision and leadership:</b> senior leaders demonstrate an on-going commitment to mainstreaming diversity by ensuring that the relevant policies, practices, metrics and action plans are in place. On-going commitment is also demonstrated through frequent and consistent communication, internally and externally, about the organisation's achievements against its published action plans.   |
| 2  | <b>Well defined business case:</b> the diversity agenda forms an integral part of the strategic business planning agenda - not something that is a 'nice to have', perhaps especially for private sector firms that are bidding for contracts within the public sector. In the public sector the 'effectiveness argument' i.e. ensuring the diversity of the workforce matches the diversity of service users, is perhaps more of a key driver. |
| 3  | <b>Company wide policies to mainstream diversity:</b> overall diversity policy is supported by changes to other organisational policies e.g. recruitment, reward, flexible working and work-life-balance, performance management, career management and retention policies.   |
| 4  | <b>Education, training and knowledge building:</b> on-going commitment to education and training for all employees in order to change behaviours and develop organisational practices.  |
| 5  | <b>Supportive work practices and organisational culture:</b> a workplace that is open and welcoming of people from diverse backgrounds and which can demonstrate good examples of implementing different forms of flexible work arrangements.   |
| 6  | <b>Transparent recruitment and career development practices:</b> commitment to changing the recruitment and promotion practices so that women and others from diverse backgrounds are able to develop satisfying careers.   |
| 7  | <b>Partnering with external bodies:</b> relationships are developed with a range of partnering institutions to advance the diversity agenda, using this as a way of further developing internal knowledge and capabilities.   |
| 8  | <b>Targeted outreach and widening of the recruitment net:</b> resources (time, energy and money) are invested in developing awareness of the changing nature and opportunities within the ITEC sector and encouraging young girls and women of all ages to develop a career in ITEC.  |
| 9  | <b>Management of suppliers:</b> current and future suppliers understand the organisation's diversity agenda and the organisation ensures that suppliers adapt their practices appropriately.  |
| 10 | <b>Monitor, improve and celebrate success:</b> demonstrates a commitment to gathering quantitative and qualitative data to monitor progress on the diversity journey, using this as a way of further refining policies and procedures.  |

Figure 1: Summary of the Guiding Principles

### 1.4 Schema of the Guiding Principles

Mainstreaming diversity is not a simple linear process. There are a number of inter-related areas that require working on simultaneously. The schema in Figure 2 is intended to illustrate the dynamic relationship amongst the Guiding Principles defined earlier.

Depending on the organisational context, change may be initiated from any one of these areas at a given point in time. In some organisations, for example, data on female attrition rates, or lack of diversity in the recruitment pipeline, may act as a catalyst for change. In others a change in leadership, such as the appointment of a new CEO, may act as the catalyst. At different times in the business life cycle organisations may need to focus on developing policies and practices that have more of an internal focus and at other times they may need to work on policies and practices that have more of an external focus.

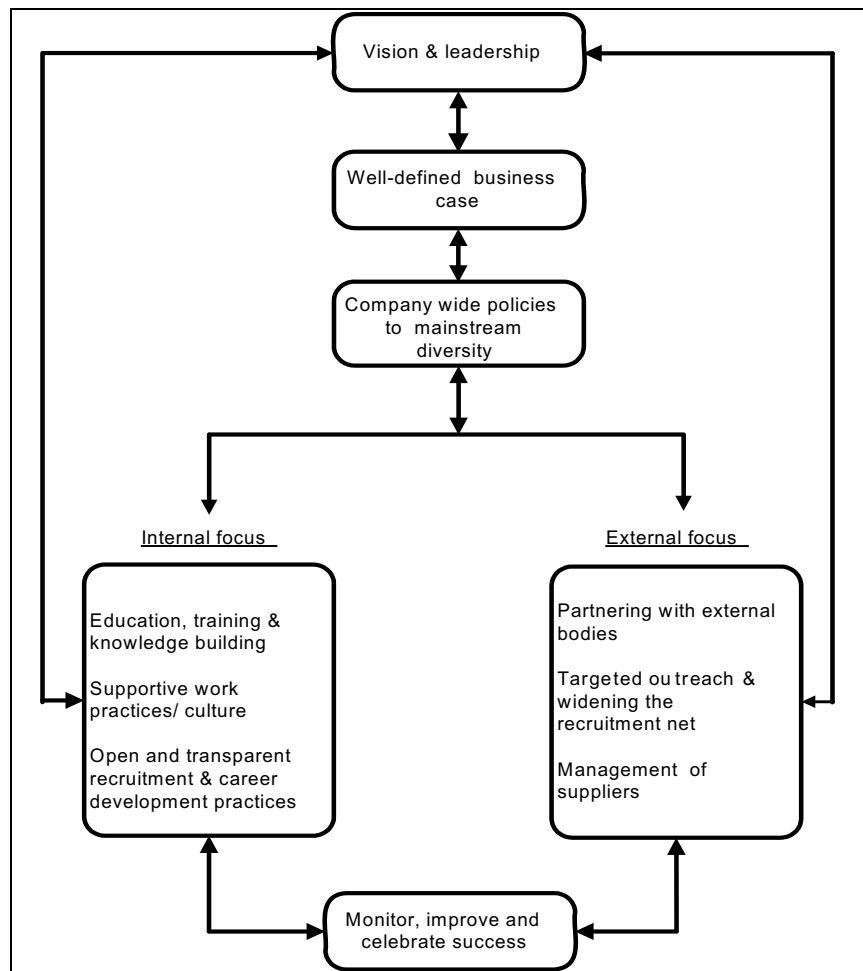


Figure 2: Schema of the Guiding Principles

What is clear from the background research carried out to produce this report is that implementing policies and practices to mainstream diversity is not easy, given the complexities that we are dealing with. Other reports on diversity have likened this to the complexities of the software engineering process itself, highlighted in the book *The Mythical Man Month* by Fred Brooks, formally of IBM:

*“There is no silver bullet, no magic potion that can fix things. Things only get fixed if you take the problem personally, and you want to make a difference. It is that simple. If you care enough about it to put your money where your mouth is, and you put somebody in a leadership position to do something about it, you can make a difference.” [10]*

It is not surprising therefore to find leadership at the top of these Guiding Principles.

## 2. Suggestions on how organisations might use these Guiding Principles

One of the key aims of Equalitec is to share and disseminate good practice in the employment and progression of women in ITEC. This report draws together much of the good practice gathered through Equalitec projects.

Whilst many organisations have made great progress on increasing the representation of women in ITEC roles, most would agree that they still have more to do. It is hoped that this set of guiding principles will support change in organisations, thus helping to stem the current decline in the number of women in ITEC.

Some suggested ways that organisations could use this report include:

- Using this report in your diversity training programmes for line managers, helping to raise awareness of the issues and stimulate debate for change. The questions at the end of each section would provide a start point.
- Recognising that successful change involves a top-down and bottom-up approach, consider using specific sections of the report with different employee groups/forums to help stimulate a dialogue about change. You could perhaps start with the section '*Monitor, improve and celebrate success*' with a group of senior managers. This could prompt a review of the diversity data that are currently available, as well as where the gaps are. Using the section on '*Supportive work practices and organisational culture*' with different employee groups could generate further ideas for change.
- Making the report available to all staff as part of your e-learning resources. This could help those aspiring to leadership roles broaden their awareness of the diversity agenda.
- Using the report as a basis for reviewing existing policies and practices.

### 3. Guiding principles

**“having the genuine support of senior leaders sends a powerful message to the rest of the organisation that diversity matters.”**

#### 3.1 Vision and leadership

Effective leadership is crucial in all culture change programmes and developing an organisational culture that embraces diversity is no exception.

When testing out these guiding principles with experienced managers there was general consensus that vision and leadership needs to be the number one guiding principle. It needs to be number one for a very simple reason – having the genuine support of senior leaders sends a powerful message to the rest of the organisation that diversity matters. Without this, as many Equalitec partners will testify, diversity does not happen.

So what type of leadership is required?

##### ■ Leaders with a personal commitment to diversity

Effective management of diversity requires ongoing commitment from the CEO and other senior leaders. This commitment can be demonstrated in many ways: setting a clear vision for diversity, linked to the business case; making sure that others understand the business case in the context of their organisations; modelling the behaviours needed to build a diverse workforce; making sure that the appropriate structure and policies are in place, as well as ensuring that all employees are aware of their responsibilities and where they fit into the diversity agenda:

*“Chuck Prince, who is our chairman, aims to make sure that we are not only the largest financial services organisation but also that we are the most respected. All of us, as employees, have to attest to our shared responsibilities. Those are our responsibilities to the organisations, the franchise through to our clients and also to each other, to make sure we recognise and respect diversity – which includes gender diversity.”*

Sharon Pagram, Recruitment Manager, Europe Middle East and Asia (EMEA), Citi [2].

Many organisations have introduced Diversity Councils as one of their supporting structures. These can help build insights and knowledge to support the change agenda. A case example of this from Symantec appears at the end of this sub-section.

##### ■ Leaders who demonstrate ‘mindset flexibility’

A key skill referred to time and time again is that of ‘mindset flexibility’, particularly amongst those in leadership roles:

*“I think there is something about having men with the right attitude. I don’t know quite how you articulate this, but it is to do with having a diversity of thinking and approach in the senior executive team. Having men who are different from each other and function well in a flexible remote culture. Men who encourage interaction at all levels and really believe that difference is a good thing. I really do believe that if you have a culture which encourages bright, creative individual men to stay at senior levels, women will benefit too.”* Rebecca George, Partner, Deloitte [11].

Mindset flexibility is seen as being important to help rethink jobs and how best to resource these:

*“What you are looking for [when recruiting] is a set of outcomes and you try to be more flexible about the people who might be able to provide those outcomes for you. You’re much less prescriptive about the inputs.”*  
Steve Palmer, London Borough of Hillingdon [12].

It is also important when considering flexible work options to ensure that all options are considered:

*“We have just gone through a reorganisation at Citigroup Technology Infrastructure (CTI) and we now have two very senior members who are direct reports to the head of EMEA for CTI ... One of these will be working remotely, using flexi-working as well as other means. She will be working from Scotland whilst playing a major role in the CTI organisation. She is working flexi-hours and she is working remotely and that has enabled her to take on a position of the size that she has.”*  
Sharon Pagram, Recruitment Manager, EMEA, Citi [2].

HR and diversity practitioners in particular need to demonstrate effective leadership by challenging line managers who are reluctant to try out different flexible work options.

#### ■ **Leaders who listen to and communicate openly with their staff**

Open and honest communication is crucial if employees from diverse backgrounds, and with diverse needs, are to feel fully included:

*“I believe that communication is very important ... ensuring that there are adequate team briefings, newsletters, bulletins and staff gatherings. There are one-to-one meetings, for example for all staff. I think that this mix ensures that there is the opportunity to accommodate individuals and that those for example who are on flexible working, or those who are part-time are kept fully informed and up-to-date just as much as the staff who are there full-time.”* Angela Clements, Head of ICT and Business Development, West Dunbartonshire Council [2].

As the Microsoft example below indicates, senior leaders can send out a powerful message if they are personally involved in finding out what women are looking for in the industry:

*“Simon Brown is the general manager for Developer and Partner Evangelism and he is looking to attract more females into technical evangelist roles. He has been helping by investing time and thinking about what it is that women want in the industry, and what they want at Microsoft at different levels.”* Helen Duguid, Partner to Microsoft EMEA [2].

It is just as important for female leaders to listen to the needs of their junior female colleagues, rather than make assumptions that they all have the same needs:

*“... so many of the women who are at the top, they don’t have families, or else they might have had them, but it’s been with a totally supportive background, or they haven’t needed to be the carer in the family ... but you wouldn’t necessarily get from somebody at the top who didn’t have that empathy, let’s hear about you and what’s it like for you? You don’t get enough of that.”* [13].

■ **Leaders who act as role models and who champion change**

The importance of senior leaders acting as role models during organisational change is well documented. But as so much change involves top down and bottom up thinking it is important that organisations mobilise and nurture leaders at all levels to support the change journey. An innovative practice identified from a non-ITEC sector organisation, but one that could be adapted, is illustrated in the case example below.

**Case: Recruiting internal diversity champions at Wigan & Leigh College [14]**

The college has 23,000 students located across six different sites. The college recognised that although it had achieved the disability element of the diversity agenda it needed to do more on the other strands.

To support its philosophy of inclusion, the college introduced a leadership and management programme to help change behaviours amongst its senior managers. This programme highlighted a need to do more to create a genuine culture of inclusion across the whole of the college. Following an equality and diversity ‘health check’ the college went on to recruit internal equality and diversity champions to help promote their diversity agenda. The role was open to individuals at all levels and in different areas: management, administration and academic staff.

All applicants went through a structured selection process. The rationale for such a rigorous process was to ensure that those selected could act as role models, as well as have the skills to help deliver the organisation’s diversity learning programme. Staff recruited into the Diversity Champion roles, were then given additional training to ensure that they were able to perform effectively in their new role.

Having a diversity of role models could help junior staff feel a greater sense of belonging, as well as develop a sense of where they might aspire to:

*“I like the idea of people from throughout the organisation at all levels, who are happy to be kind of champion ... not just the high-flyers. If you have people where you are, or the next level up, where you are aspiring to be, its doable and you can relate.” [13].*

■ **Leaders who are willing and able to change**

Developing an organisational culture that is committed to diversity requires leaders who are willing and able to change. A key point made by Terry Marsh, from the Women into Science, Engineering and Construction (WISE) Campaign:

*“We talk a good deal about changing culture but actually the culture that we have to change is one that does not cope with change in many cases. You do not have to change the culture but you have to change people’s ability to want to change, or their ability to cope with change ... We therefore have to look at whether there is a culture, in certain companies and certain sectors, that cannot cope with change at all.” [2].*

■ **Leaders who reinforce the diversity message**

Given that change takes time, leaders need to find different ways of promoting and praising those who are helping the organisation achieve its diversity goals:

*“One of the practices that we have in place is that whenever a requisition is posted in our system the hiring manager receives a letter, signed personally by our senior VP for the EMEA region, talking about why a diverse workforce is important to the future of HP, for innovation, again referencing the business case. It reminds them that we have hiring goals and encourages them to work with the recruiter for a diverse source pool.” Lisa Kepinski, Diversity & Inclusion Director, HP [13].*

### Case: Supporting structures to mainstream diversity in Symantec

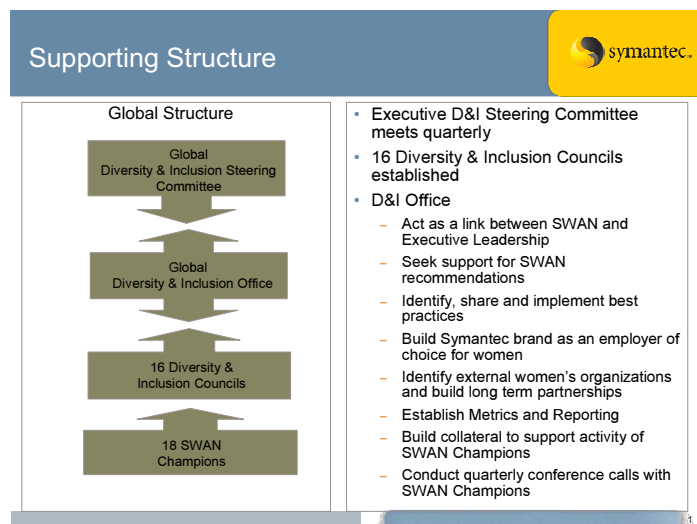
Symantec Corporation is the fourth-largest independent software company in the world. It is the world leader in IT security, providing security and storage products solutions and services, to virtually the entire Fortune 1000 companies. One of Symantec’s best known products is the Norton consumer security solutions. The organisation employs just over 18,000 employees in 40 countries.

Deborah Davis, Vice President, Enterprise Support Services, EMEA and India, explained how commitment to diversity within Symantec comes from the top. The group president, Tom Kendra, is the global leader and executive sponsor of the diversity and inclusion initiative within the organisation and Chief Technology Officer, Mark Bregman, is the executive sponsor of the organisation’s global women’s initiative.

The organisation has established five goals for increasing the representation of women:

- a) increase the percentage of women in leadership positions to reflect the overall female demographic and management hierarchy;
- b) increase the percentage of women at the high end of the technical track in engineering;
- c) increase the number of women in sales;
- d) increase the number of women across all of our technical fields, not just software development areas; and
- e) build a work environment that supports and encourages women in their career aspirations.

As well as executive commitment to ensure that goals and metrics are in place, the organisation has created a number of structures to sustain its diversity and inclusion initiative, as shown below.



There is an overall Diversity and Inclusion Steering Committee as well as a network of 16 Diversity and Inclusion Councils, a figure that is expanding across the globe. In addition the organisation has a Symantec Women's Action Network (SWAN). SWAN champions attend external women's conferences and organisations, acting as a spokesperson for the company, and build the Symantec brand as the employer of choice for women. There is also a dedicated diversity and inclusion office that acts as a link between the SWAN networks, the Councils and the executive leadership, to ensure that information and knowledge from the various fora and groups are shared.

**Source: Equalitec Diversity Forum, June 2007 [13].**

#### **Points to discuss in your organisation**

- Do staff believe that the leadership is really committed to the diversity agenda? What do they believe that they are committed to? How is this monitored, communicated and acted upon?
- How diverse are the role models in your organisation?
- How is personal commitment to the diversity agenda monitored in your organisation? Is it something that current and aspiring leaders need to demonstrate in order to gain promotion?
- How is 'mindset flexibility' developed in your organisation?

### 3.2 Well-defined business case

There are several drivers for implementing diversity policies and practices: ethical and social justice, regulatory, economic, and business case.

In private sector companies it is the business case argument that provides the main driver for change. There are many dimensions to this. It can help organisations tap into new markets, as well as appeal to a broader customer base. In an increasingly diverse society the importance of the demographics of the workforce mirroring that of clients and customers is also a powerful business case argument. Access to wider pools of labour can be a powerful argument particularly where critical talent is in short supply, as in the case of ITEC.

Increasingly organisations are adopting a balanced scorecard approach to the business case for diversity, as indicated in Figure 3.

<p><b>Marketplace</b></p> <ul style="list-style-type: none"> <li>• Enhanced understanding of new and emerging markets</li> <li>• Winning new business</li> <li>• Products and services that meet the needs of diverse customer base</li> <li>• Leveraging diversity of suppliers and other partnerships</li> <li>• Enhanced reputation and profile amongst clients and other stakeholders</li> </ul>	<p><b>Customers</b></p> <ul style="list-style-type: none"> <li>• ‘Mirroring of clients’ – demographics of client base reflected in the workforce</li> <li>• Better understanding of needs of diverse customers</li> <li>• Access to wider customer base</li> </ul>
<p><b>Workplace</b></p> <ul style="list-style-type: none"> <li>• Access to wider pools of talent</li> <li>• Better staff retention – lower recruitment costs</li> <li>• Enhanced employer image/reputation</li> <li>• Employer of choice</li> <li>• Better utilisation of diverse/scarce talents</li> </ul>	<p><b>Productivity/effectiveness</b></p> <ul style="list-style-type: none"> <li>• Enhanced creativity, innovation and problem solving</li> <li>• Richer business processes</li> <li>• Greater organisational flexibility and responsiveness to change</li> <li>• Inclusive work environment where all employees are fully engaged and performing optimally</li> </ul>

**Figure 3: Diversity - Balanced Business Scorecard**

Although it is important for those working in change agent roles to have a broader awareness of the business benefits of diversity, it is crucial that they are able to focus on the key business benefit for their organisation, as this is what gets the attention of the senior leadership team:

*“For us in Pfizer, the diversity business case rests on the values of creativity and innovation because we want to bring new medicines to patients.” Trish Lawrence, Diversity Initiatives Manager, Pfizer PGRD [15].*

## The Value Proposition



Having got the attention of senior leaders, those working in change agent roles also need to find ways of communicating the business case in a form that line managers identify with:

***“One of the things we have learned is that to get the attention of line managers, we need to make the business case much more explicit. In our early efforts, we had a business case but we did not publicise the financial implications enough.” [16].***

One way of doing this is to link cost/benefit data directly to line managers’ budgets:

*“If it's someone you know, who was a good employee, who wants to come back and they need £2,000 of training, but you're not paying for an agency to recruit them, it's a no-brainer from a business case viewpoint.” [23].*

A continuing challenge for those working in diversity roles is being able to make direct linkages between diversity policies and enhanced operating performance and bottom line results. As Stephen Alford, HR Manager at Fujitsu Services, pointed out at the first Equalitec Diversity Forum [15] this problem arises as often a range of policy interventions are needed to address a specific diversity issue.

The following case study from Fujitsu Services provides further guidance on how diversity champions can build a sound business case for diversity.

### **Case: Building the Business Case at Fujitsu Services**

Fujitsu Services design, build and operate IT systems and services for customers in the financial services, telecom, retail, utilities and government markets. It employs 21,000 people worldwide. Around 12,000 of those are located in the UK working for a wide range of Public and Private sector organisations.

At the 2006 Diversity Forum Stephen Alford, HR Manager, pointed out that one of the key arguments he uses to get senior business leaders to focus on diversity is to link back to the goal of ‘winning new business’.

As an IT services company a key business driver is winning new contracts, something that as Stephen explained is now influenced by the changing legislation especially when tendering for public sector contracts. The Race Relations Act 2001, Disability Discrimination Act 2005 and the Equality Act 2006 mean that public sector organisations have a statutory duty to

promote equality in these three areas in their own organisation. In addition they have a responsibility to audit their suppliers to ensure that they too have equality schemes in place.

Some of the arguments that Stephen draws on to convince managers about diversity include:

**Legal drivers** – focusing on the pre-tender bid situation where questions are asked about whether there have been any cases taken against the organisation and whether any have been lost. In particular pointing out how the discrimination legislation which underpins equal opportunities is uncapped and how claims can hit the bottom line significantly if the organisation gets it wrong.

**Raising the profile of Fujitsu** – using the strapline – ‘Why focus on diversity inclusion?’ – to point out how as an organisation Fujitsu wants to be employer of choice in the IT service sector and partner of choice for winning business. As an organisation they are now monitoring their workforce more closely, so that they have the facts to be able to manage the business more effectively.

**Recruiting and retaining the best talent** – pointing out how with changing demographics you may not always be able to recruit the talent from the same place as you have always recruited from. In addition women, and those from ethnic minorities, are more likely to join an organisation where there are role models and where they feel that they can get on.

Having attracted the best talent then the organisation needs to focus on retention. Losing key talent is expensive. At Fujitsu Services mothers returning to work after maternity leave return on 120% of their salary until their child is 15 months old. The more senior the women then the more this costs the organisation, but as Marjan Kuyken, Practice Manager, Programme and Project Manager points out “... *with that seniority comes more knowledge of the organisation and more expensive skills*”. Clearly these are knowledge and skills that the organisation would not want to lose.

**Limitations of a lack of diversity on performance** – diversity practitioners need to be able to provide a number of case examples to show how other organisations have made productivity gains from building a more diverse workforce, as well as examples of where things can go when there is a lack of diversity in the decision-making teams.

**Sources: Equalitec Diversity Forum, May 2006 [17]; Effective Recruitment Strategies and Practices Report [12].**

#### **Questions to stimulate debate in your organisation:**

- Do you have key data to support your business case? Are they in a format that line managers can easily understand?
- Do you have a range of case examples, internal and external, that you can use to support the business case?
- How do you communicate the business case for diversity in your organisation?
- Do line managers have easy access to the data on changing demographics so that they can make informed recruitment and retention decisions?

### 3.3 Company wide policies to mainstream diversity

Building an organisational culture that supports diversity and inclusion is not easy. As Juliet Webster, Involvement and Participation Association (IPA), points out organisations need to go beyond value statements and develop a coherent set of policies to ensure that they attract, develop and retain employees from diverse backgrounds:

*“The most ‘women-friendly’ ITEC organisations are, not surprisingly, those which have clear, coherent and thoroughgoing equality and diversity frameworks encompassing their employment policies and practices. These frameworks underpin and support a variety of practical initiatives which help organisations to attract, promote and retain women ... some of the strongest examples of good equality practice are not always labelled as such, but what distinguishes them is a coherence of approach to staff development and progression and the express inclusion of all employee groups.” [8].*

Many organisations, large and small, have realised the importance of planning for diversity from the outset when developing their policies and practices, especially when the company is growing, or plans to grow in size:

*“If you find yourself with 15 engineers, none of whom are women, you’re suddenly in a bad position for trying to hire your first woman. As you build up from zero, you’ve actually got to be especially careful in the early days. There is something about thinking early on, when we’re working in a field that is by its nature male heavy, to think carefully about those early hires.”*  
Doug Fraley, Head of People Programmes for EMEA, Google [12].

#### So what key policies and practices should organisations focus on?

- **Recruitment and selection**

The Effective Recruitment Strategies and Practices research [12] highlighted how the ITEC sector has developed a reputation for informal ‘grapevine’ recruitment, where job openings are transmitted via established networks. Employee referral schemes, which have become increasingly popular with organisations, operate on a similar principle of tapping into employees’ existing networks.

However there is a concern that practices like these can make it more difficult for women, especially returners, to gain entry into ITEC organisations. Where organisations want to attract a more diverse workforce it is important that they use a number of recruitment methods to signpost their vacancies and employment opportunities - we say more about this in the section on *‘Targeted outreach and widening the recruitment net’*. Selection methods should also be clear and consistent, as we explain in the section on *‘Open and transparent recruitment and career development practices’*.

- **Induction**

In some organisations, such as Fujitsu Services, the induction process is used to ensure that all new staff are aware of the organisation’s position on diversity and the actions that the organisation is taking to build a diverse and inclusive work environment.

- **Performance management**

Wider research suggests that a key policy that needs to be revised in organisations committed to diversity is performance management. According

to the Corporate Leadership Council, organisations that are the most successful in building a diverse workforce are those that have developed their performance management systems so that managers in particular are held accountable for achieving the organisation's diversity objectives. In the US, some organisations link Executive bonuses to the achievement of diversity goals [18].

In other organisations performance ratings are based on the 'How' as well as the 'What' and a specific case example of this occurs at the end of this sub-section. A range of tools can be used to gather feedback on whether management behaviours support organisations' diversity goals: 360 degree feedback, peer review, and employee attitude surveys [19].

However, ORC, a US based consultancy suggest that organisations should be cautious about linking diversity goals to managerial performance, as it might distort behaviours. An additional strategy could be to publicise a list of managers that have met the goals for increasing the diversity of their unit [20].

- **Flexible working and work-life-balance policies**

Wider research suggests that offering flexible work arrangements, including high quality part-time work, is part of the 'new business case' argument [9]. Flexible work arrangements can help women sustain their career through the child rearing phase. The benefit to organisations is better retention of skilled female employees, thus lowering overall recruitment costs.

Whilst a policy on flexible working is important, as it signals the organisation's intent, making flexible working work in practice is more problematic. This requires line managers who are committed to the principle, as well as having the necessary skills to manage flexible working. This point will be covered in more detail under '*Supportive work practices and climate*' later in this sub-section.

- **Pay and reward**

The government's survey on earnings (Annual Survey of Hours and Earnings (ASHE) 2006) shows that women's mean full-time hourly pay in computing and related jobs is 79.6% of men's [12]. Thus there is gender pay gap in the sector of just over 20%. This is larger pay gap than the overall UK one [20]. The main reason for the greater pay gap in ITEC is the tendency for women to be concentrated in lower paid jobs.

If organisations want to attract more women to work in the sector then the gender pay gap needs to be addressed through the use of equal pay audits and job evaluation schemes. Intellect's annual survey - 'Perceptions of Equal Pay May 2006' [22] - identified that only a small number of firms had carried out an equal pay audit. Yet as the survey also showed; perceptions of unequal pay can affect recruitment.

- **Talent management and succession planning**

Having attracted more women into the organisation it is important that they then have every opportunity to progress. Several organisations seem to be developing their succession planning policies to ensure greater diversity amongst their leadership population. A good example of this is shown in the IBM case study at the end of this section.

Michael Chivers, Vice President, Human Resources for Sales and Marketing at Sony Ericsson spoke of the importance of organisations moving away from the

‘rear view mirror’ approach to succession planning [11]. By this he meant that instead of appointing leaders that are clones of the current leadership there is a need to think more about the leadership qualities that will take the organisation to where it wants to be in the future.

Ensuring that women are given early responsibility in their career so that they build up their reputation and visibility was raised as a good strategy by several participating Equalitec organisations. This is something that will be discussed in more detail in the section on *‘Open and transparent recruitment and career development’*.

- **Restructuring and downsizing**

As part of the background research for this report we had several illuminating conversations with HR managers about what happens to diversity when organisations are restructuring or downsizing. Some interesting perspectives emerged. One was that where organisations have made significant investment in their diversity policies and practice they need to make sure that all of that good work is preserved in the new structure. A further perspective was that restructuring could create opportunities to bring in people with different experience because that is what the business needs.

In addition to the key policies discussed above there are many other policies that may need revising, or developing, to build a diverse and inclusive workplace, as the following case from HP indicates.

**Case: HP Policies and Practices Supporting Diversity and Inclusion**

Within HP there are three main areas of focus for diversity: attracting diverse talent, promoting and developing diverse talent, and retention of diverse talent. The term ‘diverse talent’ is used within HP as it is broad and all-encompassing.

The organisation also has a number of policies and practices to support its diversity and inclusion strategy. These include:

- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| Non-discrimination policy            | Diversity Hiring Goals              |
| Electronic job posting               | VP’s message to hiring managers     |
| Harassment-free work environment     | Degree education program            |
| Domestic partner benefits            | Employee Assistance Programme (EAP) |
| Employee resource groups             | Open communication                  |
| Development opportunities            | Management by objective             |
| Open door policy                     | Work-Life-Policies and Resources    |
| ‘Common Thread’ diversity newsletter |                                     |

A key policy lever is the ‘Diversity Hiring Goals’, which reflects the philosophy that having a metric in place gives diversity a business grounding and helps the business get to where it wants to get to – a rich, gender diverse workforce -faster. As Lisa Kepinski, Diversity and Inclusion Director, EMEA Region points out *“Having a metric creates a focus for the*

*business and it encourages a partnership between the business and HR, as it is the business that sets the metric, not HR."*

A practice that reinforces the 'Diversity Hiring Goals' policy is the - 'VP's message to hiring managers'. Each time a new recruit is taken on the hiring manager receives a personal letter from the senior VP for the EMEA region, pointing out why a diverse workforce is important to the future of HP, thus reinforcing the business case.

Lisa acknowledges that organisations need to watch out for the impact that metrics might have on the focus of their work – *"If you only have metrics in place for hiring and ignore promotion, development and retention, then you could have the revolving door syndrome."*

**Source: Equalitec Diversity Forum, June 2007 [13]**

Organisations that have effective monitoring in place should use these data to develop new policies, as well as refine existing policies (see section on 'Monitor, Improve and celebrate success' later in this section). Policies need to be initiated with the use of statistics, but they also need statistics so that monitoring and evaluation, reconstitution and re-evaluation can happen.

Finally, policies need to reflect the legislation in the country in which they are being introduced. The legislation makes it easier to introduce family-friendly policies. With an increasingly mobile workforce, opportunities for sharing different policies for attracting and retaining women in ITEC in different country contexts is something that would be most valuable. But again without appropriate data, policies can be meaningless or at worst pointless; this relates as much to individual companies as to countries.

#### **Case: Managing the female talent pipeline at IBM**

IBM is a global company that invents, develops and manufactures information technologies, including computer systems, software, storage systems and microelectronics. These technologies are used to provide professional solutions, services and consulting for businesses worldwide. It employs around 160,000 technical professionals, worldwide. Diversity is critically important to the business: having a diverse workforce is crucial for developing diverse products and services. The organisation has developed its employment policies and practices to ensure that it attracts and retains people from diverse backgrounds, including female employees.

As part of the Effective Recruitment Strategies and Practices research [23], Wendy Papworth, Gender Programme Manager, EMEA Workforce Diversity, outlined some of the practices to develop, progress and retain women.

*"We run regular pay audits, as part of our salary rounds. We always look very closely at the gender element of the pay rounds, to make sure there's fairness and it's a level playing field. But we do run specific exercises where if there's something that maybe suggests we should have a look at it, then we do. And we dig quite deep down into the data, and, you know, on pay for graduates, when I last looked at it about two years ago, there was no discrepancy. And there are so many factors involved in the determination of pay, so it was quite a lengthy exercise, but it was really positive."*

*So, a couple of things we do. We have women's leadership councils in each country, looking very closely at pipeline and progression. We've worked with the HR teams in each country to specifically identify the crème de la crème of the female talent, and actively manage those women to make the next step change. That could be a move outside their business, or promotion. The women's leadership council can assist by profiling role models, by getting women more actively involved in mentoring or networking and engaged in education programmes.*

*We also look at our attrition rates in terms of propensity to leave, so if there's a particular part of our structure where we're seeing a higher increase of women likely to leave, say, for example, in the UK compared to that same position in the structure in another country, or overall in Europe, we conduct round tables with that part of the structure, and the band just below as well. It's very important that we know how the women in the level below see, their future opportunities.*

*So we conduct focus groups and round tables to get a feel for what will keep you with IBM. We keep an eye on where the key pressure points in our pipeline for women are. And from that, we develop our initiatives, and actions to try and address those pressure points."*

**Source: Effective Recruitment Strategies and Practices research [23]**

**Case: Skills development and performance management at British Airways (BA) – rewarding the 'how' and the 'what'. [11]**

BA is the UK's largest international scheduled airline, providing passenger and cargo services to 148 destinations in 75 countries. The company operates in a tough competitive environment and, as with the rest of the airline industry, it has been in retrenchment in recent years.

Aiming to have the best possible management for the business, the company needs to attract and develop the most talented people available. Equality of opportunity is a fundamental aspect of the obligation on all staff to respect and value their colleagues and ensuring equality of opportunity and valuing diversity also helps BA to understand the needs of, and provide the best possible service to, its customers.

The Information Management (IM) department employs 1,600 IT professionals supporting every aspect of the business. Approximately 32% of the department are female including 21% of the senior management team. Individuals are allocated from a central resource pool to different IM assignments, which gives people the opportunity to move between functions and roles within the department. SFIA skills and capability levels are included in the IM role profiles.

Although recruitment has decreased recently IM retains a very systematic approach to skills development and performance management. A cohort scheme re-skills individuals through a combination of formal training, coaching, job placement and skills development. Staff are placed into the role they are aspiring to develop into and receive structured training, both in IT and in the expected behavioural competencies. People moving into new roles, returning from a career break or identified as high potential are all given extra support and access to mentoring.

Whilst line managers manage day to day performance, the resource manager and line manager are jointly responsible for conducting the performance review with individuals. Additional capability reviews with the resource manager highlight areas of strength and areas for development, resulting in a capability development plan.

In addition to what staff have achieved, *how* they have done so is also reviewed - for example, an imaginative use of resources could be rated in addition to the rating for the outcome of the objective. Feedback on both the 'what' and the 'how' aspects is gathered through 360 degree feedback to form the basis for discussions at appraisal meetings during the year and the annual performance rating largely determines the potential pay increase.

Measuring and rewarding behavioural skills in this way can be seen as especially helpful to women's careers, as, as stated earlier in this report, women are often felt to be particularly proficient at them.

**Questions to stimulate debate in your organisation:**

- How often do you review your employment policies and practices to ensure that they do not unintentionally disadvantage, or exclude women?
- Do you use monitoring data in a systematic way to revise policies and procedures?
- What mechanisms do you use to gather feedback from current and prospective employees to ensure that your recruitment and retention policies meet their changing needs?

### 3.4 Education, training and knowledge building

Education and training is crucial in raising awareness, changing behaviours as well as developing the skills needed to manage and work in a diverse workforce. Many organisations that are committed to diversity underpin their policies with a range of education and training programmes for all employees. Some, particularly public sector organisations, make diversity training mandatory for some employee groups, for example new starters, and those in managerial roles. Others build equality and diversity aspects into other training and development programmes.

Two key areas of training and development are discussed below. First, the training needs of line managers to equip them with the skills and knowledge to manage a diverse workforce and second, the training and development provision to support women's development.

The pace of change in the ITEC sector means that education and training is crucial for professional and career development. But as Juliet Webster [8] points out; a key issue for women in ITEC, particularly those combining work and family life, is having the time and opportunity to keep their skills up-to-date. Recognising this, some organisations have developed additional training packages for their female employees. Some examples of different practices appear at the end of this sub-section.

#### Education and training for line managers

Several good practices have emerged from the various Equalitec projects, as well as wider research.

- **Diversity awareness workshops**

This takes many forms. In some organisations the focus is on awareness of the legislation. In others the focus is more on the business case for diversity, linking this to wider economic and social trends such as changing demographics and the implications for recruitment and retention. In others the training covers the behaviours needed to manage diversity, including self-reflection of these behaviours.

Trish Lawrence from Pfizer points out that awareness training is only the start:

*"You could argue that just having a blanket diversity awareness training could be akin to sheep-dipping: how much do you retain, and how much do you really challenge your behaviours? ... We have a new mandatory performance management course and diversity has been built into that."* [15].

With line managers having more responsibility for recruitment, organisations can be exposed to greater risk unless hiring managers receive appropriate training and supporting resources. This is why some organisations ensure that line managers who are involved in the recruitment process receive appropriate training.

Other organisations supplement diversity awareness training with a recruitment guide for hiring managers and recruitment managers:

*"One of the other things that we've looked at very carefully, and this is both for graduates and more experienced hires, is that we've actually produced a recruitment guide around diversity and inclusion. So we have a diversity and inclusion recruitment guide that goes to all our hiring managers, and our*

**"With line managers having more responsibility for recruitment, organisations can be exposed to greater risk unless hiring managers receive appropriate training and supporting resources."**

*recruitment managers, and that has a specific section around women, as well as the other diversity constituencies. That gives the people on the ground, who are hiring, some ideas about avoiding stereotyping.” [23].*

- **Alternative mentoring schemes to help managers develop a better understanding of the issues**

In traditional mentoring relationships senior and more experienced managers often mentor junior staff to help them navigate a way through the organisation, particularly the organisational culture, with a view to helping them progress through the organisational hierarchy. This is an approach that is associated with ‘recycling of power’ [24].

As part of their diversity programmes, several organisations have started to introduce different mentoring schemes. These are designed to help senior managers develop greater insight into the issues experienced by individuals from different backgrounds and levels in the organisation.

**Case: BP’s mutual mentoring scheme**

BP believes that having a diverse workforce and developing an inclusive working environment will improve its performance, create competitive advantage and drive continued business success.

In 2001 the organisation introduced a pilot of a Mutual Mentoring programme, This involved a unique upward mentoring scheme consisting of 24 individuals, including five Group Vice Presidents. The aim of the scheme was to link individuals who would not normally interact in order to enable shared learning and new insights.

Learning was maximised by creating diverse pairings: junior female employees mentoring senior managers, as well as pairing mentees and mentors from different nationalities.

The scheme provided several additional benefits to more traditional mentoring schemes. Senior managers were exposed to the ideas and concerns of junior employees, enabling issues such as diversity and inclusion to be openly discussed. It also offered a unique perspective and insight into issues concerning race, gender, age and culture for senior managers from a level in the company that they would not normally interact with.

**Source: Business in the Community [25]**

**Case: Reciprocal mentoring approach at Unilever Global plc**

Unilever Global plc has set up a ‘reciprocal mentoring’ scheme. One aspect of the programme is something called ‘courageous conversations’, which is designed to help with cultural change.

Whilst the organisation recognises that culture change is difficult, it acknowledges that it is important to start calling things i.e. by having ‘courageous conversations’ with individuals irrespective of level - senior or junior levels.

Other ways in which the organisation is helping to bring about cultural change is through its IT women's network and through providing staff with an opportunity to question an HR panel about some of the myths and rumours that exist within the organisation. Myths and rumours such as: 'If you are part-time at work level X, is it true that you cannot then be promoted?' or 'Are you not on a list because you are part-time?' The responses are recorded so that they can then be played back to the whole of the organisation.

**Source: Helen Toogood, Vice President, IT Academy, Unilever (2).**

- **Training on how to manage a flexible workforce**

A key challenge for organisations is making sure that their policies on flexible working and work-life-balance are fully supported by line managers. It is widely recognised that managing a flexible workforce can be challenging for line managers. They are caught between having to provide a seamless service to clients and customers and meeting the flexibility needs of employees.

Managing a flexible workforce does require a different mindset, as well as refining certain managerial competencies: communication, feedback, planning and organisational skills, setting clear performance criteria, coaching, willingness to experiment and change, as well as role-modelling. Some examples of training and development options, drawn from wider research [26], to help managers develop the skills needed to manage a flexible workforce are shown in Figure 4.

- Workshops for managers on managing flexible and remote workers:

Ford UK runs 'flexibility' workshops for managers who manage flexible workers, facilitated by an external work-life-balance consultant.

East Sussex County Council provided 'Managing at a distance' workshops for managers when introducing their flexible working pilot scheme to help them feel better prepared for managing staff on the various work-style options being piloted.

DSTL developed a number of leadership training courses - Managing Performance, Developing your Leadership Style and Managing Today's Flexible Workforce.

- Career support for line managers to help address their own work-life-balance needs.

- Coaching for line managers who are finding it difficult to adjust to new ways of working, including peer coaching.

- Senior managers at Ford UK have set up their own 'managing flexible workers' forum so that they can share and discuss issues with peers.

**Figure 4: Development options to help managers manage a flexible workforce**

## Additional training and development to support female employees

A theme that runs through much of the literature on women and careers in ITEC is how a lack of self-confidence can act as a barrier to women's employment and career progression. This theme was discussed at several Equalitec Diversity Forums and is encapsulated in the comment below:

*"Certainly, our experience has been that if you get into the male dominated culture, then sitting back and waiting for someone to notice you is not necessarily a successful strategy. It takes confidence to step forward and say that you can do something, and we see that lacking in girls in this industry. It is not necessarily that they are not interested but they do not have the confidence to believe that they can enter the industry and be successful. The same is true for women who are travelling through career progression. One of our biggest challenges is in how to instil confidence in both girls and women in the industry." [2].*

So how are organisations addressing this issue? Some provide women-only development programmes, others provide mentoring and coaching schemes for female employees, especially following a period of maternity leave, or a longer career break and others encourage women to join different networking groups. Some examples of these different development options are shown below.

- **Women-only development programmes**

### **Case: 'Coaching for Success' programme at Citi**

Citi is a global financial services company employing over 330,000 people in over 100 countries. They are organised into three business areas; global consumer group – the retail part of the business, corporate investment banking and global wealth management.

Having noticed a significant drop-off rate amongst senior women in the organisation Citi set up a mentoring/coaching programme in 2002 aimed at women at Assistant Vice President level.

The first four programmes were run specifically for women within the Technology and Operations area. The programmes were organised by the women's network, which was seen as being significant. As well as providing mentoring, the programme provided opportunities for networking with senior people across the organisation.

When the programme was first established there was a concern that there would be insufficient numbers of mentors. However in practice this has not been the case – many people volunteered as mentors because they saw this as a valuable personal development opportunity for them too.

To-date 143 women have participated in the Coaching for Success programme and 90% of those women have been retained.

This programme has had significant tangible benefits - reduced turnover amongst senior female employees, as well as intangible benefits: greater awareness of the career issues experienced by women and greater networking opportunities amongst senior people, male and female.

**Source: Lene Bisgaard, Senior Vice President, Voice and Networks, Citi [2].**

Organisations should be cautious however about becoming over-reliant on women-only development programmes. Some research suggests that women-only development programmes have no proven benefits other than functioning as a support network [19]. Other research suggests that although women-only development programmes are useful early on in women's careers, as they move on into senior roles it is more beneficial for them to participate in mixed gender development programmes [27].

- **Building additional support for women into generic leadership programmes**

Rather than provide women-only development programmes, organisations could consider building in additional support structures into their general leadership programme. An example of this approach is provided below.

**Case: Ernst & Young's Accelerated Leadership Programme**

Ernst & Young operates an Accelerated Leadership Programme (ALP) for its fast-track and high potential employees. The three-year programme is available to managers at the point when they become promoted. The programme includes formal and informal learning, including common educational elements, individually tailored work experience, as well as coaching from senior partners.

In addition female managers on ALP have access to a female counsellor and the opportunity to be mentored by a female partner if they wish.

The sponsor for the ALP is a junior female partner in her mid-thirties, who is very committed to helping the organisation achieve an inclusive work environment. Each business area monitors the number of women who go through ALP.

The impact of this initiative, as well as other diversity initiatives is that around 15% of Ernst & Young's partners are female and around 30% are of the senior managers are female. In addition the organisation has achieved the gold standard in Opportunity Now's gender diversity benchmarking exercise.

**Source: Opportunity Now [28]**

- **Access to a broad range of networks**



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Networking is a hugely valuable tool for both men and women in the workplace. Unfortunately, women can find themselves excluded from certain networks for a variety of reasons: time constraints, interests, as well as opportunities.

To help build a more inclusive culture many organisations create a number of network groups to support the diverse needs of both men and women in the workplace:

*“When I first took on the role [Diversity Initiatives Manager] we had a women’s network. Since then I have developed four further networks: a rainbow alliance, a French Network, a further education network ... this is for anybody undertaking part-time study to mentor each other and bring in speakers to talk about revision skills, how to tackle a dissertation ... In talking to my business leaders the issue of caring arose. One of my senior leaders was himself looking after an elderly parent ... managing elder care at a distance, while you are trying to be effective in your role is a real challenge. So I created the Carers’ Support Network.” Trish Lawrence, Pfizer PGRD [15].*

Sometimes women create their own networks as in the example below provided by Sue Black, from London South Bank University.

*“I am a Reader in Software Engineering at South Bank University and also chair of the British Computer Society Women’s Group, BCS Women. I set the group up in 2001 to support women who were working on their own, or in isolation in different companies. This is an electronic group and so basically anyone who is part of the group can send an email speculatively to the group, and they will be informally mentored, in a way, by other people in the group. You could send in a question saying that you have a really technical problem at work and that you do not know what to do about it. People might send an email, saying that they do not know whether to apply for a certain job, for one reason or another – and it is the whole confidence issue.” [2].*

- **Training academies that open up opportunities for bringing in new people**

Where organisations are experiencing difficulties in recruiting specific skills one option is to develop a training academy, providing a focus for intensive skills development. Some Equalitec partners have used this approach as a way of

encouraging non-traditional entrants, including women, to join their organisation. Fujitsu Services have created an Academy for Project Control Officers, as this is a growth area of business, which has been working in partnership with Equalitec's placement scheme for women returners. Another example of setting up an Academy comes from Sopra Newell and Budge.

**Case: Building an Internal Testing Academy at Sopra Newell and Budge**

Sopra Newell and Budge are part of Sopra Group, a long-established European IT services company. It has a female CEO, Anne Budge who was one of the two female founders of Newell & Budge in 1985.

Like other IT services companies the organisation operates in a challenging and competitive marketplace. One of its core services is software testing. In a growth market the organisation struggles to attract and retain skilled testers, as the competition for professional testers is tough.

In addition to developing internal staff to deliver this service the organisation has had to look at other sources for developing testers. The solution has been to develop a Testing Academy, which is an in-house training programme consisting of seven weeks of intensive training: courses, project work and workshops.

Trainees are recruited specifically for the training programme, often utilising local pools of labour situated close to client sites. Whilst the organisation does not specifically target women for the Testing Academy they have found that it is a way of attracting different people into their workforce. Some of the skills required to work in the testing area, especially on client sites, are those which it is recognised that many women can offer.

Having completed the seven-week training programme, individuals are then placed on client projects, and they continue to develop their skills in this way. The trainees receive on-going mentoring from a senior testing manager, on average this lasts for the first six months after finishing the Academy training.

After gaining some initial experience testers can then join the organisation's career structure for testers. There is an expectation that trainees will go on to complete the ISEB software testing qualification, thus furthering their careers in testing.

**Source: Sue Davis, Programme Director, Sopra Newell & Budge [2]**

**Questions to stimulate debate in your organisation:**

- Do you have a mutual, or reciprocal mentoring scheme in place in your organisation? If so, how are you monitoring the benefits?
- Is diversity training something that is optional or mandatory in your organisation? Are changing behaviours appropriately recognised and rewarded?
- Do employees, particularly female employees, have access to a range of different training and development programmes to meet their changing needs?
- Do people have access to a broad range of networks? Is the support that people give to these networks recognised and appropriately rewarded?

### 3.5 Supportive work practices and organisational culture

As organisations struggle to attract and retain skilled employees, flexible working has become a central part of progressive organisations' recruitment and retention strategies. Flexible work arrangements, as part of a work-life-balance strategy, are an important way of developing a high-commitment workplace [29], as well as promoting employee well-being.

Many individuals see the ITEC sector as one that can provide the flexibility they want to balance work and home life and thus an attractive career option:

*"Technology careers, if combined with flexible hours and remote working, could arguably be better for family life than a career where you are required to turn up daily, all high heels and suits, and are required to stay until the last client leaves."* [4].

National figures indicate that in the main it is women that take up flexible work options (9). Where women choose reduced hours working they can feel isolated, as well as disadvantaged from a career perspective.

Creating an organisational culture where those who choose to work part-time or on flexible hours feel included is not easy. It requires change at a number of different levels.

- **Practical support with implementation of policies**

Having a policy on flexible working is one thing; making it work in practice is another. As Stephen Alford from Fujitsu Services explained at the September 2005 Equalitec Diversity Forum, managers need to be convinced of the benefits and have help with the implementation:

*"I can remember when the legislation came in about family-friendly policies. I was a regional HR manager in the North of Ireland. As well as launching the policy, we deliberately held awareness sessions for managers and employees. The immediate reaction of managers was that they could not do that – everyone works 37 hours a week and that's that. So we explained it and worked through it and within a year we had ten percent of a 400-person workforce working flexi-hours. This has taught me that you can have all of the policies in the world but unless you explain how to implement them, you might as well not bother writing them."* [15].

- **Better signposting of flexible working options**

Whilst women are often drawn to the ITEC sector because they think it will provide opportunities for flexible working [8], in practice flexible working features more in organisations' retention strategy than in their recruitment strategy [12], IBM, for example showcase 40 different flexible work packages on their intranet [12]. In addition, their Business Consulting Services have carried out joint research with the Economist Intelligence Unit on the mobile work experience and explore some of the difficulties for employers and employees [30].

However, if case examples are not accessible on external websites, women may be discouraged from applying. The final report from the Equal Opportunity Commission's (EOC) 'Transformation of Work' project [31] recommended that flexibility options associated with specific job roles should be better publicised in job advertisements.

**“Cultures where men and women, including those in managerial roles, talk openly about their caring responsibilities makes it easier for women to talk about their needs.”**

- **Variety of role models and an open dialogue**

The EOC suggests that offering flexible work options to all employees, not just women and those with caring responsibilities, creates a ‘win-win-win’ situation for employees, employers and customers and needs to be encouraged [31]. Providing examples of men and women working flexibly, particularly those in senior roles, helps with changing organisational culture.

Cultures where men and women, including those in managerial roles, talk openly about their caring responsibilities makes it easier for women to talk about their needs:

*“I work in a corporate culture that is incredibly open. When I started with the company, it was the first company in which I had worked in ITEC where one of the first conversations I had when I arrived was about my boss’s kids. He was really sorry that he had been late that morning, because of the nursery run. That was just unheard of for me. And the worst job I ever had was when I was working for a woman who, if I was two minutes late from my nursery run, gave me nothing but grief: ‘Where have you been? What time is this?’”*  
Penny Jones, First Group [2].

Speaking at the November 2006 Equalitec Diversity Forum, Angela Clements, Head of IS, West Dunbartonshire Council, spoke of the importance of using different forms of communication to ensure that staff who work flexibly feel valued and included:

*“I believe that communication is very important in allowing this to happen, by ensuring that there are adequate team briefings and newsletters, and bulletins and staff gatherings. There are one-to-one meetings, for example, for all the staff. I think this mix ensures that there is the opportunity to accommodate individuals and that those, for example, who are on flexible working, or those who are part-time, are kept fully informed and up-to-date, just as much as the staff who are there full-time, and that they are not in any way valued differently.”* [2].

- **Cultures where career breaks are the norm**

The subject of career breaks was discussed at several of the Equalitec Diversity Forums. A key dilemma discussed was how women often do not make long-term career plans, but instead think of their career in more fragmented terms, and perhaps do not integrate career breaks into their overall career plan. This view is summarised by the following comment from one delegate:

*“I would like it to be acceptable in our culture that a woman can plan her career, involving a break to have children. Then perhaps you would know that, if you were going to have children at a time when you would need different skills you would plan for having those skills for when you come back.”* [15].

Long term career planning could help with the re-entry issue that some women experience after a career break, particularly the issue of taking a step back on the career ladder following an extended career break. Addressing this issue is not something that women can do in isolation. It requires commitment from organisations to change their succession criteria, career management practices, as well as training managers on how to have effective career conversations with staff. This is something which research by the CIPD suggests does not happen in the majority of workplaces [32]. The next sub-section discusses some of the practices that organisations are changing to help women, and others from non-traditional backgrounds, develop their career within ITEC.

**“Long term career planning could help with the re-entry issue that some women experience after a career break, particularly the issue of taking a step back on the career ladder following an extended career break. Addressing this issue is not something that women can do in isolation. It requires commitment from organisations to change their succession criteria, career management practices, as well as training managers on how to have effective career conversations with staff.”**

### **Case: Building a supportive work culture at BBC News Interactive**

Speaking at the November 2006 Equalitec Diversity Forum, Christina Scott, Head of Software Development for BBC News Interactive, provided some insights into the supportive work culture at the BBC. The Software Development team are responsible for the news website, the sport websites, BBC Newsround website, and the websites in Spanish, Arabic, Chinese and Russian.

One of the BBC's core values is about celebrating diversity and respecting each other: values that are included in individuals' appraisals. Christina provided an insight into some of the supporting practices within the BBC to reinforce these values, these include:

**Flexible work arrangements:** *"These include reduced hours, remote working, doing your five days' work in four days, and so on. Many people really take this up. I have a guy who is a tennis coach, with incredibly complicated flexible working arrangement, depending on whether it is the summer or winter season, and whatever he is doing. There are people with childcare, or people who are studying. The good thing about our flexible working arrangements is that they are requested via HR, because sometimes it can be difficult to go to your manager to ask for these things. Requests are made quite formally through HR, who make it very difficult for you to turn these down unless you have very good reason. The onus is then on the manager to say if something is really not possible."*

**Remote working:** *"On the question of tools, I have broadband and I have a laptop. I am also the only person in the department to have a Blackberry. I asked for a Blackberry, it was not forced upon me. I just find that it helps me a little: if I have to run off, I can still keep in touch with people."*

**Career break:** Employees can ask for a career break at any time. There are two categories of these, one where people get a job back if there are jobs available. As Christina explained *"Most people go for a category 1 career break, which basically means that you will get your job back. People really take advantage of this, and have six, 12 or 15 months off. I had somebody who went round Germany in a Volkswagen for six months because that is what he fancied doing. It is very important to be able to give people flexibility and to know that you will support them through that. If they have time off, they will still receive all the communications from the BBC, so that they know what is going on whilst they are away."*

**Other forms of career support:** *"I attended a work/life balance workshop which, again, is a very brave thing for a company to do, because it really makes you examine your life. Many people may come out of that saying that they are not sure that their job is so important to them – they may decide to go off and do something completely different. It is very good that they get you to think about that, and to concentrate on what is really important to you ... we have mentoring schemes, coaching schemes and action learning sets. We have an internal counselling centre – Family Life Solutions – if you are a carer, or if you have issues with your children or anything like that, you can go to them and it is all free."*

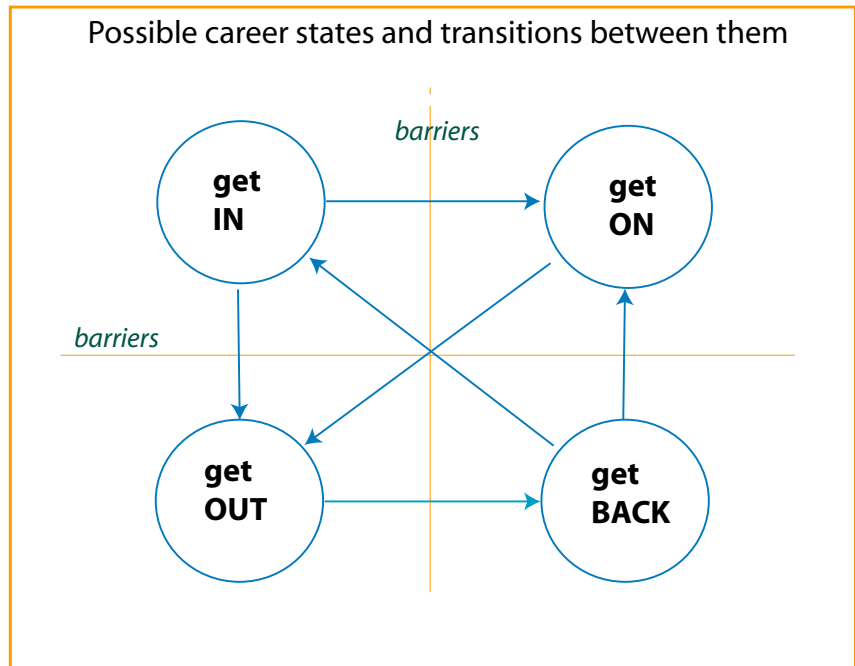
**Source: Equalitec Diversity Forum, November 2006 [2]**

**Questions to stimulate debate in your organisation:**

- How many women in your organisations on reduced hours work arrangements are working below their full capabilities?
- What can be done to change the practice of not offering flexible work options to new recruits?
- Are managers held accountable for ensuring that presenteeism is not rewarded?

### 3.6. Open and transparent recruitment and career development practices

At the first Equalitec Diversity Forum, Elizabeth Pollitzer, from Equalitec lead partner Portia, outlined the career options for women in ITEC. These are shown in Figure 5. But the options appear quite stark – Get In and Get On, or Get Out and struggle to Get Back In.



**Figure 5: Equalitec Career Model. © Portia Ltd. Reproduced with permission.**

There are many barriers to women's employment and career progression in ITEC: sectoral image; the way jobs are defined and mapped onto outdated occupational hierarchies; the way jobs are advertised; the selection methods used; lack of flexibility in job design, as well as a lack of clear career development paths, with guidance on how to make successful career moves.

For some women these barriers can be insurmountable, resulting in them joining one of the estimated 50,000 SET professionals who no longer work in the sector (SET, UKRC). At a personal level this situation is frustrating and demoralising. From an economic perspective it is a waste of skilled resources. The personal frustration of not being able to re-enter the ITEC workforce is highlighted in the example below from one individual trying to return to ITEC:

*"I am really frustrated with the IT industry at present. As I have been trying to look for a part-time contract or one that will allow me to work from home two days a week, for six months now, but sadly clients are not interested. I have over 10 years' Oracle experience which will now go to waste, as I am about to leave the IT profession for good and train as an IT teacher. It is really sad because I really enjoyed my work and working within a technical environment."* [4].

**Recruitment strategies**

Resolving the issues of entry and re-entry into the ITEC workforce is not easy. Some of the strategies to create greater transparency and fairness in the recruitment process uncovered in DTI research [12] are summarised in Figure 6.

Practices	Organisational example
Using the vacancy stage to reconsider both the skills and time commitment needed for specific jobs	Microsoft, IBM
Using a competency-based approach setting out the behavioural competencies that the organisation is looking for	Citi, Fujitsu Services, London Borough of Hillingdon, IBM
Turning the Essential and Desirable criteria in job specifications on its head – listing behavioural competencies as essential	West Dunbartonshire Council
Making use of technology in the recruitment process – something that helps with monitoring	Google
Paying attention to the wording in job adverts	Thoughtworks
Ensuring a ‘gender balance’ on interview panels	West Dunbartonshire Council, Unilever
Using multiple selection methods to ensure a fairer selection process	Microsoft, Thoughtworks

**Figure 6: Recruitment strategies to assist entry and re-entry of women into ITEC**

**“There is role here for HR and diversity practitioners working with line managers to help change the way they think about and specify jobs so that they do not exclude anyone.”**

There is role here for HR and diversity practitioners working with line managers to help change the way they think about and specify jobs so that they do not exclude anyone:

*“Thinking very carefully about the job descriptions they produce, so that it’s not only banging out a list of skills, but it’s giving scenarios about how those skills will be used. About how the interaction within the job will happen, which I think plays more to women, in terms of, well okay, that’s just a broad list of skills, but what I really want to know is what I’m going to do in my everyday job and how the connections with other people will be done, and that sort thing, and what the end result will be?” [23].*

**Career development strategies**

- **More transparent career mapping**

Research by Juliet Webster highlighted how progression opportunities in some ITEC organisations are not always that well developed [8]. This is particularly the case where ITEC roles in the new business areas are mapped against old occupational hierarchies.

This finding highlights a need for better career mapping in organisations, where the different types of jobs on offer, together with the associated competencies, are clearly mapped out. Making this information easily accessible to staff, for example on an intranet, makes it easier for people to manage their own career.

Fujitsu Services, for example, has adopted a 'professional community' approach, with clearly defined career paths and options for each community. Career progression can either be within a particular 'professional community', or by moving into another community.

- **Linking career maps to the career development schemes of professional bodies**

Having career maps in place, combined with an open job posting system, can make it easier to attract more women into ITEC roles through the internal labour market: a practice that public sector organisations are perhaps particularly good at.

**Case: Using the BCS Career Development Scheme to develop the internal labour market at West Dunbartonshire Council**

Speaking at the November 2006 Equalitec Diversity Forum, Angela Clements, Head of IS, spoke of how staff in IS are supported with their career development.

*"In terms of my commitment, based on the equality and inclusion for all staff – this means, for example, even the staff who work for me who are not specifically technical staff but those who work in the more administrative, purchasing or secretarial roles – are also included in the British Computer Society (BCS) Career Development Scheme. That is quite unusual and in fact I believe that we are one of the only in the UK that does that because it tends to be used only for technical staff. A large percentage of those who are in the administrative roles are female, so this accommodates them."*

*"There is the broad-band pay scale, which is for all staff – including those who are non-technical – because everybody is part of the career developer. This allows them to move on and to advance through their career with a very specific plan. We use SFIA (Skills Framework for the Information Age), for the career developer at the moment, which we have moved on to."*

**Source: Equalitec Diversity Forum, November 2006 [2].**

- **Providing careers workshops**

One support mechanism, that many organisations provide to help individuals manage their careers, is career development workshops. In the mid-1990s Sun Microsystems Europe, for example, developed an internal programme called 'Managing Your Career in Sun' to help retain staff in a highly competitive marketplace [33].

Another example of a similar approach comes from Nortel below.

**Case: Nortel's internal career management programme**

Nortel provides secure network and communications solutions. It offers careers in over 150 country locations. As part of its diversity strategy the organisation tries to ensure that small minority and women-owned businesses that meet Nortel's needs are given every opportunity to compete as subcontractors and suppliers. They also work closely with INROADS, a not-for-profit organisation that places minority university students with organisations.

To help individuals manage their career the organisation runs an internal career management programme, open to all employees. The programme provides the opportunity for individuals to assess where they are currently, see where the opportunities are, as well as learn from others. Having reviewed where they are now, where they would like to get to, including identifying the gaps, individuals are then helped to create a plan to prepare for progression. There are a variety of assessment instruments, personal stories, and guidelines to help employees follow their career.

**Sources:** [www.wherewomenwanttowork.com](http://www.wherewomenwanttowork.com) + [www.nortel.com](http://www.nortel.com)

- **Encouraging longer-term career planning**

A theme that was discussed at many of the Equalitec forums is that of how to encourage organisations to take more of a longer-term perspective on career development, particularly with regard to the careers of female employees, something that could help with retention.

Adopting a longer-term perspective could help women's career development in two ways. First, encouraging women to take on early leadership roles could help them reach a higher point on the career hierarchy before taking a career break. This is something which could make it easier to return, as they would be returning to a leadership role where technical knowledge does not perhaps have to be so in-depth. Wider research on leadership suggests that people who reach senior roles in organisations are those who have led 'business critical projects' [19]. However there are limited case examples of women being encouraged to participate in leadership roles. This is something that organisations should perhaps address as part of their succession planning system.

Second, it could encourage women themselves to adopt more of a long-term perspective to career planning. A survey carried out by The Institute of Physics highlighted how very few women revise their career plans before taking a career break [17]. A concern is that if women do not make long-term plans then they may not make best use of professional societies to help maintain their expertise, something which can make it more difficult to return.

Fujitsu Services have recognised the benefits of taking more of a long-term perspective on career planning:

*"Something that happened to me, and which I have recently done for somebody else, is that I had a promotion to a fairly senior position when I was eight months pregnant. I did the same recently for someone who is going off on maternity leave in January. The company does not see that as 'You're going off to be pregnant so you are stopping and you are not going any further'." Marjan Kuykan, Practice Manager, Programme and Project Manager [2].*

- **Support during career breaks**

Recognising how quickly knowledge in the ITEC field can become out of date employers should give some consideration as to how to help women and others who choose to take a career break keep their knowledge and skills up-to-date. Some suggested practices include: developing keep-in-touch schemes; paying for key professional journals; encouraging attendance at workplace seminars, as well as possibly offering bite-size chunks of work that can be

carried out from home, or short stints in the office. This latter practice is one that has been introduced by the management consultancy Booz Allen, as a way of retaining talented female management consultants [31].

**Questions to stimulate debate in your organisation:**

- How transparent are your recruitment practices – do they attract a range of candidates with the diverse backgrounds that you are looking for?
- Do you have clear and transparent career maps in a format that is easily accessible to employees? Are these linked to professional development qualifications and schemes where appropriate?
- What strategies do you adopt to help develop the knowledge and skills of employees who have chosen to take career break?
- Is succession planning in your organisation based on a 'rear view mirror' approach – or is it more forward thinking?

### 3.7 Partnering with External Bodies

Just as networking is recognized as an important career development strategy for individuals, partnering with external bodies enables companies to increase their own knowledge base and develop their organizational policies and practices. Not only does this save organisations from working in isolation and ‘reinventing the wheel’, participation in such bodies helps organisations to engage with initiatives and contribute to wider debate, which benefit the industry as a whole.

The list of useful contact details with brief descriptions of each ones’ field of expertise, later in this report, should be referred to in conjunction with the examples given here.

- **Reinforcing and Legitimising the case for diversity through partnering**

Some organisations such as the BCS and Intellects’ women’s forums are groups within professional bodies working towards improving the position of women in the industry as a whole. Others, such as Equalitec itself, exist specifically to enhance the progress of women in the sector. All such organisations act as an important conduit of information, respected enough to be consulted by government, they are a means of disseminating information from their grass roots members upwards, to both business leaders and policy makers, as well as from the top back down to individuals.

**“... being able to back up their arguments with data provided by centrally funded organisations, such as Equalitec, reinforces and legitimises what they are trying to achieve.”**

A focus group with representatives of some of Equalitec’s partners provided insight into how the existence of such bodies helps those who are working towards increasing women’s participation throughout the sector. Participants felt that being able to back up their arguments with data provided by centrally funded organisations, such as Equalitec, reinforces and legitimises what they are trying to achieve.

*“having stats at my fingertips - it’s given me information to be able to react to the cynics.”*

*“And it’s also - here’s a body that’s set up to address it. I think that carries weight with it as well - it’s not just about the stats; it’s - here’s an organisation, a collective of people that are actually trying to do something about it, which is quite powerful.”*

Participation in events, run in partnership with others in the sector, such as the Diversity Forums run by Equalitec, provide a means for good practice and other research findings to be disseminated.

- **Educational partnering**

Educational partnerships can be seen both in terms of outreach and as an aspect of corporate social responsibility. The examples cited here illustrate that education can be relevant to people in many life stages.

Many organisations are involved in computer clubs for girls (cc4g), donating time and expertise for the sake of girls and young women who may enter the profession in the future. We refer more to this scheme in section 3.8: *Targeted outreach and widening the recruitment net.*

*British Airways (BA) has dedicated a whole building, previously used as project offices when developing their landscaped Waterside headquarters, to community education, as part of their corporate social responsibility agenda. The Education*

*Learning Centre is used, among other things, to host training courses which give local unemployed people the opportunity to brush up on employment skills. It also has facilities for school groups to develop computer skills and provides a base from which community groups can make environmentally-themed visits to the extensive public park land in which the main building is located. [11]*

During interviews, conducted as part of previous Equalitec projects, it transpired that there is sometimes perceived to be a mismatch between what is taught in universities and the skills needed in the IT industry. In an effort to address this, Thoughtworks are discussing a partnership with a University. The collaboration is expected to involve the company in helping them shape some course content for their computer science programme.

*"one of the things they want us to do is a course materials review, and have our guys actually look over whether those are real world skills that people can apply, or whether universities and colleges are actually teaching things which are outdated in commercial practice. So it looks like what we'll try this with one University and if it works, extrapolate that across other universities as well." [23]*

Graduate Advantage is an example of a partnership that works to advance recent graduates, while supporting small growing enterprises that may not have the resources for extensive graduate training programmes. Led by Aston University, the consortium of 11 higher education institutions works with employers to identify suitable job opportunities and arranges training and networking for the new graduate employees.



Returners are the focus of the Daphne Jackson Trust ([www.daphnejackson.org](http://www.daphnejackson.org)), which enables female scientists, engineers and IT specialists to return to work after career breaks. The trust's Industrial Associates Placement Scheme has been developed, in conjunction with Equalitec, to provide up to one year placements for women returners to industry. The aim is to provide work-based training, in ITEC or related areas, leading to more permanent employment. The advantage for employers is an enthusiastic and motivated candidate and a saving on recruitment fees, while individuals gain confidence, update skills, competence and knowledge and finish the placement with vastly improved job prospects.

- **Participating in research**

Research is commissioned and conducted by a wide range of professional, governmental and academic bodies. By encouraging their staff to participate in research into the experiences of women in the ITEC sector, organisations help to measure and assess current and ongoing policies and practices. The dissemination and discussion of research findings can then be used as a springboard for development.



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**Case: Partnering in research – Microsoft and Women in Technology [4]**

Early in 2007, Microsoft and Womenintechology.co.uk conducted an online survey of 700 women working in the IT industry; asking questions about their experiences in their organisations and what they consider to be the barriers to women working in the field. Partnership was an essential part, both of conducting and presenting the findings of the report. Questionnaires were sent to all Microsoft staff with instructions to forward the link to industry contacts. Womenintechology sent the link to all on their extensive subscriber database and advertisements were placed on other technology industry websites. Findings were presented at a free event, hosted by Women in Technology who advertised the event throughout the industry. As well as presenting the research findings, the event was a great networking opportunity for individuals and was also a means of raising money for two charities that many women choose to support – Breast Cancer research and the NSPCC.

Some quotes from the Microsoft/Womenintechology research, that illustrate the need for strategies such as those suggested in this Guiding Principles report, included:

*"In a large organization the law of the employer does not necessarily equal the law of the team/department/manager."*

*"I've done a lot of graduate recruitment and have participated in women-only graduate milkround events. It seems that if girls are not taking technology/maths/engineering related subjects at school by the age of 16 or even 14 then they will never go near a tech career in the first place."*

**Questions to stimulate debate in your organization:**

- Which bodies is your organisation partnering with at the moment? – could you get involved in any other types (professional/educational/community)?
- How could you make more use of the resources available through professional organisations?
- Could you offer placements to students, new graduates and/or returners?
- Have you participated in any research? – if so, how were the findings disseminated?

### 3.8 Targeted outreach and widening the recruitment net

With a decreasing number of women going into ITEC careers, organisations that want to employ more than the industry average have to work hard to attract them. Strategies fall into two main areas; the first involves a deliberate homing in on a particular group while the second entails a much wider approach, reflecting the changing nature and types of roles in the ITEC sector. We describe these respectively as Targeted Outreach and Widening the Net.

A common lament amongst HR and IT managers is the low number of CVs and job applications that they receive from women.

*"I'd love to have more women here but we're not getting women applying."*  
[23]

Whilst positive discrimination is unlawful and commonly thought to be undesirable, making sure that all potential candidates are aware of the opportunities on offer, as explained in section 3, is a sound business strategy.

- **Targeted Outreach**

Looking to the future, it is in the interests of all organisations to increase the number of young women coming into the industry in general. Computer Clubs for Girls are widely recognised as an important tool in achieving this aim and are just one of the approaches taken in the organisational case study at the end of this section.

*"CC4G is an award-winning initiative, funded by DfES, aiming to teach 10 – 14 year old girls professional IT skills, with the longer term objective of addressing the gender imbalance in the IT industry."* [35]

In the shorter term, organisations can use a variety of methods to ensure that their brand is registered positively with female undergraduates. Partnering with universities, sponsoring and hosting events, such as dinners for female Computer Science students, can all be used to nurture potential recruits.

Targeting the format of company stands at careers fairs to be more appealing to women and making a point of having women staffing the stands are both also worthwhile strategies.



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### **Case: Changing strategies to attract female students to join Fujitsu Services [12]**

Concerned that just 15% of the 2003 graduate intake was female, Fujitsu Services sought advice from their recruitment partner on how to increase this proportion. The main point fed back to them was that the recruitment literature distributed to universities was not sufficiently appealing to female undergraduates.

As a result, the literature was made to look and read more like a glossy magazine. In addition, a conscious decision was made to have at least one woman working on each of the recruitment stands at university careers fairs.

Fujitsu Services feel that the increase in female applicants in 2004 to 37% and actual appointments to 40% is a direct result of this change in outreach strategy.

- **Targeted advertising**

Of course women look at advertisements for professional roles in the same publications, sites and agencies as men do, but by placing advertisements on websites and job boards such as [www.womenintechology.co.uk](http://www.womenintechology.co.uk) and [www.wherewomenwanttowork.com](http://www.wherewomenwanttowork.com) organisations can make it explicit that they are serious about the employment of women.

A further example comes from Google which uses AdWords, its own main revenue generating vehicle, to place targeted recruitment advertisements, including ones focusing on female software engineers [12]. An advantage of this technology is that it can be easily monitored for effectiveness, another crucial aspect of these guiding principles.

- **Targeting advertising at returners**

Women returners, whether organisational (i.e. returning to the same organisation) or occupational (i.e. returning to the workforce in general), are more likely to require flexible working arrangements, as a result of caring responsibilities. It is highly recommended that the potential for flexible working, including the number of hours and/or the working location, is made explicit in advertising, to demonstrate how much the skills and experience that women returners bring to the workforce are valued by employers.

- **Widening the Net**

The increased usage of a competency based approach to recruitment and career development, with the shift in emphasis to behavioural competencies, rather than specific qualifications, immediately opens the field to potential employees with a wider-range of educational and experiential backgrounds.

Some organisations have redefined what they view as 'essential' qualifications and experience. Questions being asked are: Is a computer science degree absolutely necessary? In fact, is a degree actually necessary at all?

*"If the role doesn't require a degree then we wouldn't ask for it. If the educational and technical qualifications cannot be directly linked back to the requirement of the role then you're introducing something which is an unnecessary boundary." [23]*

**"The increased usage of a competency based approach to recruitment and career development, with the shift in emphasis to behavioural competencies, rather than specific qualifications, immediately opens the field to potential employees with a wider-range of educational and experiential backgrounds."**



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#### Case: Opening up the pool at Northbrook Technology [12]

After opening their graduate recruitment to those with a wider range of degree subjects, Northbrook Technology found that the proportion of female applicants rose significantly, from 25% to 46%. Candidates' programming potential is assessed by using a logic based aptitude test.

*"You may have studied Latin or Physiology, but find that you've a good aptitude logically, which can be applied to a career in programming."*

To make themselves more appealing to candidates with a wider range of ages, the company has removed the word 'graduate' and simply refers to 'entry level' positions in their advertising.

In addition, the organisation's own culture is used as an attractive outreach tool. Print advertisements are brief, directing the reader to the company website where the potential for flexible working, the pleasant new offices and social opportunities such as yoga classes are made clear.

#### Case: Extending the talent pipeline at IBM [12]

As part of their consideration of the whole recruitment and career progression pipeline, and having conducted their own round table research with female applicants to the company, IBM has an active outreach programme for girls and young women. *Their view is that subject options, and careers advice, limit girls' subsequent degree choices and career opportunities, leading the company to put a three-stage strategy in place to address the matter.*

- **Long Term** describes activities with girls from kindergarten up to the age of twelve, involving games and experiments connected to technology for primary schools and sponsorship of the Brownies IT badge, as well as being supporters of the e-skills computer clubs for girls (details above).
- **Medium Term** outreach includes 'EXITE' camps (Exploring Interests in Technology and Engineering), which are week long camps with an intensive programme of activities for secondary school age girls, and sponsorship of regional and national prizes

- for girls achieving the highest computer studies results at A-level.
- **Short Term** outreach focuses on young women in the summer that they leave school and during their undergraduate years, for which the company provides summer internships and facilitates workshops in universities.

A crucial aspect of these medium and long term outreach activities is that the 'alumni' are then offered an IBM mentor to support them through the rest of their time in education.

As well as aiming to increase the number of girls choosing to study computer sciences, IBM is another organisation that now selects graduates from a wider range of degrees, testing them both for technical aptitudes and behavioural skills. Once successfully through the selection process, all graduate entrants follow the same initial training programme before choosing which part of the business to specialise in.

The organisation is also working on strategies to increase applications from returners and other mid term entrants, using approaches such as featuring flexible working opportunities in advertising and websites such as [www.wherewomenwanttowork.com](http://www.wherewomenwanttowork.com). In addition, the company sponsors the WIN (Women's International Networking) conference, aiming to give a clear message to experienced women that IBM takes their careers seriously.

#### **Questions to stimulate debate in your organisation:**

- How wide-ranging is your outreach programme?
- How do you make your organisation appealing to individuals at different life stages?
- How could you make your recruitment literature more appealing to women?
- Do you advertise on websites targeted at professional women?
- Do you make the potential for flexible working clear in your advertising?
- Are you justifying the essential requirements for every role?

### 3.9 Management of suppliers

Even the largest of companies do not operate in isolation and, in any organisation; opportunities to embed diversity can easily be missed, for example if the suppliers of potential employees and external contracts are not managed carefully.

- **Managing contracts**

Organisations that find themselves in the position of contractor, and those that are contracted by others need to be aware of changing practices within other organisations as well as changes in legislation.

The Gender Equality Duty came into force in the Public Sector in April 2007, obliging public sector organisations to promote equality between women and men in all the areas in which they function. The onus has moved onto authorities to demonstrate that they treat men and women fairly, rather than individuals taking cases against authorities (EOC). Private sector organisations can also be subject to some aspects of the duty when they are performing public functions; however some public organisations are expected to extend the remit of this by writing wider compliance with the duty into contracts they make with the private sector. The result of this is that while private sector organisations may not be legally bound to comply with some aspects of the duty, they will be contractually bound to do so.

One organisation despite having a long track record of working with the public sector and employing women at all grades throughout the company, lost a contract with a public sector organisation as they did not have a formal diversity policy. This happened some months before the duty became law – an issue they addressed as a matter of urgency [23].

Other private sector employers including Microsoft and Barclays Bank, having revised their own diversity practices, are taking a more hardline approach when renegotiating contracts with suppliers. Dave Gartenberg, HR director at Microsoft UK, explained that:

*"In one case, we changed provider because they were cavalier towards the topic. They were supplying a perfectly good service, but we stopped using them."* [34].

The practice has been noted by the Chartered Institute of Purchasing and Supply, whose chair of marketing, Brian Ford, remarked:

*"It is a growing trend for suppliers to be asked for their diversity policies. We have seen this grow over the past few months and we can't see that changing. It would be sensible for employers to put policies in place so they can't be caught out."* [34].

- **Managing recruitment agencies**

With recruitment agencies only receiving payment for successful placements, it is understandable that agents may be tempted to supply what they see as 'safe bet' candidates. It is crucial, therefore, that organisations make sure that their preferred suppliers embrace their commitment to diversity.

The Recruitment and Employment Confederation (REC), together with Jobcentre Plus, have produced a Diversity Diagnostic and model Diversity Policy and Diversity Monitoring documents for recruiters. As part of the scheme there is also Diversity Pledge for recruiters to sign up as shown in Figure 7.

**"It is a growing trend for suppliers to be asked for their diversity policies. We have seen this grow over the past few months and we can't see that changing. It would be sensible for employers to put policies in place so they can't be caught out."**

# REC Diversity Pledge 2007



Including Jobcentres and social security offices



## Jobcentre Plus and the Recruitment and Employment Confederation (REC) have agreed this Diversity Pledge.

It applies to the public and private sectors and sets out our joint commitment to deliver the diversity agenda and develop best practice as an industry.

By 2010, only 20 per cent of the labour market will be white, non-disabled men under 45.

In addition, we face short, medium and long-term skills shortages and must recruit talent from every possible source.

Diversity is about harnessing the talent and potential of everyone to achieve business success.

To succeed in recruiting in the 21st century, diversity is a necessity, not a choice.

To achieve performance, employers must have a mixture of background, cultures, approaches and thinking. Diversity is not just about 'doing good' but 'doing good for business'.

will:

(Name of Recruitment Company)

- ▶ value and harness the differences between people, and the benefits that can be gained from those differences;
- ▶ actively seek to identify diverse candidate pools and promote their engagement;
- ▶ review all aspects of the employment process to eradicate unjustifiable discrimination;
- ▶ promote recruitment and selection best practice in accordance with our agreed standards, as set out in the support pack that accompanies this pledge; and
- ▶ work with others to challenge discrimination where we find it.

Helen Reynolds  
Acting Chief Executive Officer

Signature

Recruitment & Employment Confederation

Figure 7: REC's Diversity Pledge for Recruiters

**Case: Training preferred recruiters in Citi's diversity policy [12]**

Concerned to make sure that their preferred recruitment agencies were supplying as diverse a set of applicants as possible, Citi has run a series of training sessions to impress upon the agencies just how seriously they aim to attract the best talent in the marketplace.

One strategy was to present briefings on the corporate culture which emphasised the diversity policy and variety of active diversity networks within the company - including Citiwomen and Citiparents as well as Citipride, which addresses issues related to sexual orientation, and Citiroots, relating to black and minority ethnic identity issues,

Citi also ran a two-day workshop, aiming to challenge preconceptions that recruiters might have. They brought in actors to demonstrate anecdotal scenarios, where candidates had been subjected to stereotypical assumptions, and the recruiters themselves were then given the opportunity to role-play assessments and interviews with a diverse range of 'candidates'. Citi feel that this session was extremely successful in equipping their preferred recruitment agents with the tools needed to attract and submit a more diverse range of candidates.

Remember too that the best recruitment consultants are actually an extremely useful resource for organisations, able to suggest strategies for embedding diversity into all aspects of the recruitment process.

**Questions to stimulate debate in your organisation:**

- If you are inviting tenders for contracts, what evidence of diversity policies and practices do you ask the bidding organisations to produce?
- When reviewing contracts with the organisations that you outsource to, do you revisit their diversity policies and practices?
- If you are bidding for public sector contracts, how do you present your organisation's diversity policies and practices as a positive selling point?
- What steps have you taken to ensure that your preferred recruitment consultants/agents are supplying as diverse a range of candidates as possible? Is this an area that you could pay more attention to?
- To what extent do you seek expertise in equality and diversity when selecting your recruitment consultants?

**“What gets measured gets done. We know that in business, so why would we not apply that to diversity? If diversity is based on a business case and you approach it from a business rationale, why would you not have the rigour that you would have in place for any other business initiative?”**

### 3.10 Monitor, improve and celebrate success

Speaking at the June 2007 Equalitec Diversity Forum, Lisa Kepinski, Diversity and Inclusion Director for HP made a key point that is well worth focusing on:

*“What gets measured gets done. We know that in business, so why would we not apply that to diversity? If diversity is based on a business case and you approach it from a business rationale, why would you not have the rigour that you would have in place for any other business initiative? Having that metric in place gives it the business grounding and helps us get to where we want to go a bit faster, which is to a rich, gender-diverse workforce.” [13]*

There are various metrics that organisations could use. Some examples are discussed below.

- **Recruitment data**

There are various stages in the recruitment phase where data relating to women are typically kept by HR departments. On the basis of analysing recruitment data, a senior HR partner in one multinational organisation is able to say that women are more successful at getting from the start to the end of the recruitment process than men are. He concludes that at the different stages prior to interview, women and men are represented in roughly the same ratio as in the application stage [23]. But from interview to offer stage, women’s success rate is greater than men’s. This analysis might suggest to firms that women are over-reticent about applying – and that measures should be put in place to correct this lack of confidence.

Specific data related to individual firms’ priorities and recruitment goals could also be gathered. For example an organisation might recognise that a major and underused pool of talent is more-experienced women who have had a break from the labour market. To rectify this situation requires the systematic gathering of data that are disaggregated by age, in order to monitor the achievement of that goal. Similarly if an organisation wishes to develop more fully the pool of labour that is already within the organisation, then it will need to keep data that distinguish between internal and external applicants.

- **Retention and advancement: long-term data**

Recruitment is only one aspect. If we are to avoid the revolving door scenario - where people leave almost as soon as they arrive - retention and advancement of staff need also to be monitored. Here the data needs are rather different and more demanding, since long-term data will be needed – which will also throw light on the issue of how quickly employees advance. Symantec, for example, tracks the percentage of female hires, female promotions and female turnover as well as female representation in leadership and technical positions [13].

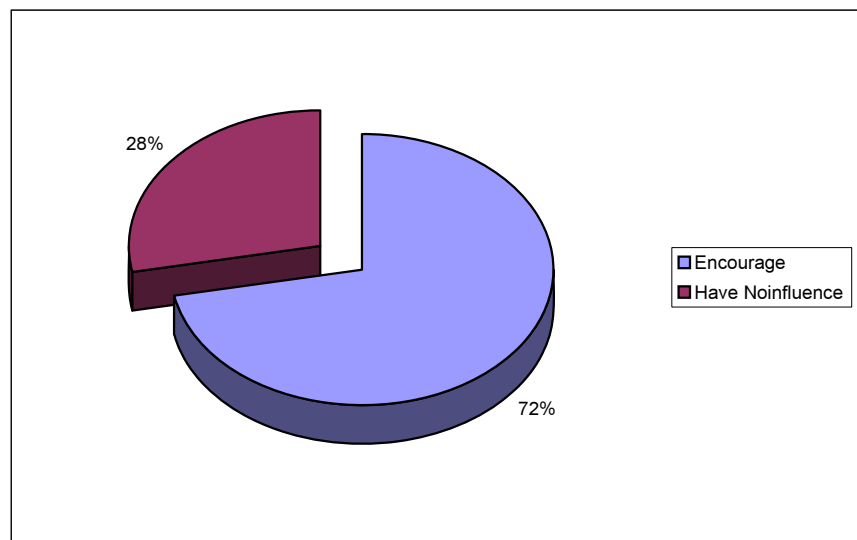
One technique that organisations might find useful is the mapping of career ladders of women and men through keeping ‘time-lines’. Individual data need of course to be anonymised and averaged out. This might take the form of typical trajectories for women and for men. There will be exceptions in each typical trajectory – those who move faster and more slowly than the average – but it should be possible to establish an average career ladder and its timeline. This could be linked to pay data – such that an average ‘pay trajectory’ could be established. Again there will be exceptions, but an average profile should be distinguishable. Gender differences could be established and appropriate

action taken, in line with the organisation's action plan. Of course, as with any average, there would need to be sufficient numbers for the data to be reliable – and therefore this type of monitoring is probably only suitable for large organisations.

- **Transparent data?**

A firm's reputation can be enhanced by being transparent. Intellect's (2006) annual survey of women employed in private sector ITEC companies gives some indication of the extent to which perceptions of (un)equal pay may impact upon recruitment [22]. A small number of firms had carried out an equal pay audit and in those, over half of the survey's respondents working there said it improved their opinion of their company. Transparency about equal pay appears from the survey to be unusual, yet 72% of the 433 respondents, as Figure 8 shows, said that if a company carried out an equal pay audit, this would encourage them to work for the company.

**If a company carried out Equal Pay Audits would it encourage you to work for them?**



**Figure 8: Finding from Intellect's Survey - 'Perceptions of Equal Pay', May 2006. Reproduced with permission from Intellect**

In an ideal world, organisations would share different sorts of diversity data, since good practice would be shared and common solutions found for technical issues relating to data gathering. But private sector firms are less used to the concept of transparent data than are public sector organisations as information relating to employees is more commercially sensitive.

However, the new Gender Equality Duty may bring about change here. This is because any private sector organisation that is seeking to provide a service for the public sector will need to show at the contract stage that it is gathering gender-disaggregated data of various kinds. The exact nature of the data is yet to be specified, but one standard indicator will relate to equal pay. The final report from the EOC includes a Gender Equality Index. This could provide a useful starting point for change [36].

Even if firms are reticent about making their data public, they could very usefully share techniques of data gathering, such as the 'time-line' kind mentioned above. They could also reach agreement about which variables are

useful to develop so that data are collected in a standardised form. This would help the measurement of progress both within and between organisations, and would help establish industry-wide benchmarks, against which change could be measured. Sharing data may therefore be in the interest of both individual organisations and the industry as a whole.

- **Getting behind the figures: employees' perceptions**

Building a culture that is appealing to women is a common aim of ITEC firms, but metrics that relate to that aim are hard to imagine. Of course not all data are quantitative. Qualitative data will be useful and revealing and this approach should not be turned down because of the difficulty of finding appropriate targets of the 'hard' variety. An example that could reveal such data is using focus group interviews to gain in-depth information on what would encourage employees to want to stay with the organisation.

- **Taking Action**

There could be a backlash from data-gathering that does not seem to have action deriving from the findings. As one participant at the June 2007 Equalitec Diversity Forum pointed out:

*"It's all very well doing a survey, but there has to be some visible outcome and action of the survey, because as I say, we do staff surveys, but we just seem to keep going round the measuring loop. It never goes anywhere."*  
[13].

Action plans need to be set up, with commitment and accountability from leaders at all levels, and the results further monitored. Thus a feedback loop is integral to the action plan.

- **Rewarding success**

There is a growing number of ways in which firms are recognised for their success in terms of increasing workforce diversity. These include rankings on specialist websites such as [www.wherewomenwanttowork.com](http://www.wherewomenwanttowork.com) and prizes such as those given by the British Computer Society (BCS), Computer Clubs for Girls award, IT Professional Awards and The Intellect, Society for Information Technology Management (Socitm) and Society of Local Authority Chief Executives and Senior Managers (Solace) Local Government IT Excellence Awards. Our interviews with a range of representatives from key ITEC companies suggest that these awards are an effective way of bringing about change, particularly because of their reputational value [12].

However, there are also data issues relating to these awards. Because there is little transparency about the data gathered by firms, and therefore little standardisation, it is likely that award-giving bodies use some very basic information such as numbers of women and existence of certain policies. We would argue that a focus on numbers alone is limited, since the important issue is not just the numbers of women in employment, but also where they are placed in the organisation. Similarly a focus on the existence of policies is only half the story, since it is the take-up by different demographic groups that is important, as well as the tracking of the careers of those who have taken up such policies.

**Points to discuss in your organisation**

- Who should have responsibility for data-gathering? Should it be carried out by specialist planning departments, rather than the perhaps more common practice of leaving data-gathering to HR departments?
- What feedback loops are in place to support your organisations' monitoring strategy?
- Would your current diversity metrics stand up to scrutiny by an external body?



Maire McLoone from Belfast, winner of the British Female Inventor and Innovator of the Year 2007 Award, and of the ITEC Innovation Award for her contribution to advancing real-time data encryption and authentication methods.

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### 3.11 Matrix of key supporting organisational case studies

Guiding Principle	Fujitsu Services	Symantec	HP	IBM	West Dunbartonshire Council	BP	Unilever	Wigan & Leigh College
Vision & Leadership		Supporting structures to mainstream diversity						Recruiting internal diversity champions
Well defined business case	Building the business case							
Company wide policies to mainstream diversity			HP Policies and practices supporting diversity and inclusion	Managing the female talent pipeline at IBM				
Education, training and knowledge building						Mutual mentoring scheme	Reciprocal mentoring approach	
Supportive work practices and culture								
Open and transparent recruitment and career practices					Using the BCS Career Development Scheme to develop the internal workforce			
Partnering with external bodies								
Targeted outreach and widening the recruitment net	Changing strategies to attract female students to join Fujitsu Services			Extending the talent pipeline at IBM				
Management of suppliers								
Monitor, improve and celebrate success								

Matrix of key supporting organisational case studies cont'd.

Guiding Principle	Citi	Ernst & Young	Sopra Newell & Budge	BBC News Interactive	British Airways	Nortel	Northbrook technology	Microsoft
Vision & Leadership								
Well defined business case								
Company wide policies to mainstream diversity					Performance management at BA – monitoring the 'how' and the 'what'			
Education, training and knowledge building		Accelerated leadership programme	Building an internal Testing Academy					
Supportive work practices and culture				Building a supportive work culture				
Open and transparent recruitment and career practices						Internal career development workshops		
Partnering with external bodies								Partnering in research – Microsoft and Women in Technology
Targeted outreach and widening the recruitment net							Opening up the pool at Northbrook Technology	
Management of suppliers	Training preferred recruiters in Citi's diversity policy							
Monitor, improve and build success	'Coaching for success' programme							

## 4. Conclusions

With ITEC and other engineering businesses finding it increasingly difficult to attract and retain skilled workers there is a strong business case for attracting more women and others with diverse backgrounds and experience to work in the sector.

The changing nature of ITEC work, particularly with the growth of offshoring and outsourcing, has led to changing skills needs in many ITEC companies. As this report has shown, many employers are now looking for employees who are able to demonstrate 'hybrid' skills i.e. behavioural as well as technical skills. These are skills which women in particular are seen as being able to contribute, drawing on the skills developed from their multiple roles inside and outside the workplace.

However the culture of ITEC workplaces – macho, nerdy and involving long hours – can make it difficult for women to gain entry and, having gained entry, reach their full potential. If businesses want to capitalise on the 'hybrid' skills that women can offer they need to find more creative ways of attracting and retaining them.

As these Guiding Principles show, effective change in organisations requires a systematic approach, one where policies and practices are derived/changed from reliable baseline data: without appropriate data, policies will be meaningless, or at worst pointless as they will not provide evidence of the desired outcome.

We hope that the recommendations set out in the Executive Summary will be adopted, thus ensuring ITEC organisations reap the benefits of a more diverse and inclusive workplace.

## 5. Resources to help with your diversity journey

### Support services and intervention tools:

**Equalitec:** Provides a range of support services and intervention tools to help organisations and individuals meet their recruitment, employment and gender diversity objectives, in particular in Information Technology, Electronics and Communication sectors. [www.equalitec.org.uk](http://www.equalitec.org.uk)

### Recruitment and employment:

**Women in Technology:** A dedicated information portal with an online job board and information about networking and development events for women working in the technology profession.

[www.womenintechnology.co.uk](http://www.womenintechnology.co.uk)

**WhereWomenWantToWork:** A jobsite that provides comparison data on employers across the globe who aim to attract, develop, promote and retain women. [www.wherewomenwanttowork.com](http://www.wherewomenwanttowork.com)

**WISE:** The WISE campaign collaborates with a range of partners in encouraging UK girls of school age to value and pursue STEM or construction related courses in school or college, and move on into related work. [www.wisecampaign.org.uk](http://www.wisecampaign.org.uk)

**Working Mums:** A database of jobs, employers and business opportunities that offers alternatives to traditional 9-5 work roles.

[www.workingmums.co.uk](http://www.workingmums.co.uk)

**Women Like Us:** A service that helps women with children find part-time, flexible work in north and central London. [www.womwnlikeus.org.uk](http://www.womwnlikeus.org.uk)

**Sapphire Partners:** Offers opportunities for project and interim roles and non executive directors with permanent, part time and job sharing possibilities. [www.sapphirepartners.co.uk](http://www.sapphirepartners.co.uk)

**Recruitment and Employment Confederation (REC):** REC is the trade body that represents the UK recruitment industry. Its membership is drawn from recruitment agencies, corporates, and individual recruitment professionals. RECs aims are to: provide a lobbying voice, source of recruitment knowledge and best practice and raising recruitment standards.

[www.rec.uk.com](http://www.rec.uk.com)

### Women returners:

**UK Resource Centre (UKRC) for Science, Engineering and Technology (SET):** Provides advice and resources on careers in SET for teachers, young girls and women. UKRC also provides a range of resources and support for women returning to SET employment after a career break.

[www.setwomenresource.org.uk](http://www.setwomenresource.org.uk)

**Daphne Jackson Trust:** Helps scientists, engineers and IT specialists to return to work after career breaks. It also runs an Industrial Associates Placement Scheme as part of the Equalitec project. [www.daphnejackson.org](http://www.daphnejackson.org)

### Careers and networking:

**British Computer Society (BCS):** BCS is the lead professional body for people working in IT. It provides courses and other resources to assist with skills development and careers. [www.bcs.org](http://www.bcs.org)

**INTELLECT:** The trade association for the UK hi-tech industry. It provides market intelligence, networking and training opportunities member organisations, large and small. [www.intellectuk.org](http://www.intellectuk.org)

**Global Women Inventors and Innovators Network (GWIIN):** GWIIN is a global network that aims to increase the number of innovative women embracing enterprise. It provides advice, mentoring and other resources to help women worldwide reach their potential. [www.gwiin.com](http://www.gwiin.com)

**MentorNet:** A US based online mentoring forum. [www.mentornet.com](http://www.mentornet.com)

**Evetechs:** A mentoring portal for women working across the EMEA region, being developed by Microsoft. [www.evetechs.com](http://www.evetechs.com)

**MentorSet:** a mentoring scheme for women in science and engineering, providing mentors for women who are in isolated circumstances, particularly in small businesses. [www.mentorset.org.uk](http://www.mentorset.org.uk)

**DigitalEve:** A global, non-profit organisation that provides networking and career support for women working in new media and digital technology. [www.digitaleve.org](http://www.digitaleve.org)

**ORC, Vanguard Diversity Group:** a network for professionals working in diversity in private sector companies. The network offers knowledge sharing opportunities. [www.orcworldwide.co.uk/networks](http://www.orcworldwide.co.uk/networks)

**Power Academy:** A partnership between HE institutions and employers from the power industry, providing scholarships for students that want to study electrical engineering. It was established by the Institution of Electrical Engineers (IEE) to ensure an on-going pool of power engineers. [www.iee.org/poweracademy](http://www.iee.org/poweracademy)

**British Gas Academy:** An interesting careers website that illustrates the range of career opportunities available in BG, profiling a diverse range of people and careers. [www.britishgasacademy.co.uk](http://www.britishgasacademy.co.uk)

**Insala:** A global provider of web based software for organisations implementing career development, succession planning and talent management initiatives. [www.insala.com](http://www.insala.com)

### Education, development and training:

**e-skills UK:** A not-for-profit, employer-led organisation, licensed by government as the Sector Skills Council for IT & Telecoms. Its mission is to ensure the UK has the skills it needs to compete in the global economy, by bringing together employers, educators and Government to address technology-related skills issues. [www.e-skills.com](http://www.e-skills.com)

**The Royal Academy of Engineering BEST programme:** Provides a continuum of training for diverse age ranges, several of which have an ITEC component. [www.raeng.org.uk](http://www.raeng.org.uk)

**Graduate Advantage:** A consortium of HE institutions in the West Midlands area helping to place student and new graduates into small, growing businesses. [www.graduateadvantage.co.uk](http://www.graduateadvantage.co.uk)

**Target Chances:** Events tailored to female, ethnic minority and LGBT students interested in careers in a wide range of business sectors. [www.targetchances.co.uk](http://www.targetchances.co.uk)

**Business link:** This portal provides information and guidance on a range of employment topics: flexible working, equal opportunities. It is aimed particularly at small to medium sized employers. [www.businesslink.gov.uk](http://www.businesslink.gov.uk)

**ACAS:** has developed a number of e-learning tools for employers and employees on topics such as flexible work options and how to support flexible working. [www.acas.org.uk](http://www.acas.org.uk)

**Evaluation and auditing resources:**

**National Equality Standard (NES):** launched in 2001, NES is a system for measuring development in policy and practice in fairness in local authorities. [www.idea.gov.uk](http://www.idea.gov.uk)

**Diversity Excellence Model:** based on the European Foundation for Quality Management (EFQM), this tool can be used by organisations working towards equality outcomes. [www.nationalschool.gov.uk](http://www.nationalschool.gov.uk)

**Investors in People:** the new Investors in People Profile goes beyond the scope of the current standard. Some of the indicators relate to equality and diversity. [www.investorsinpeople.co.uk](http://www.investorsinpeople.co.uk)

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# Appendices

## **I. List of acronyms**

ASHE – Annual Survey of Hours and Earnings

BCS – British Computer Society

CIPD – Chartered Institute of Personnel and Development

DTI – Department of Trade and Industry

EOC – Equal Opportunities Commission

EMEA –Europe, the Middle East and Africa

GDP – Gross Domestic Product

GWIM – Global Women Inventors and Innovators Network

HRM – Human Resource Management

ITEC – Information Technology, Electronics and Computing

ITIL – Information Technology Infrastructure Library

LFS – Labour Force Survey

REC – Recruitment and Employment Confederation

SFIA – Skills Framework for the Information Age

SME – Small and Medium sized Enterprises

SOC – Standard Occupational Classifications

SOCITM – Society for Information Technology Management

SOLACE – Society of Local Authority Chief Executives and Senior Managers

WIN – Women’s International Network

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### Partner organisations involved in the development activities include:

Athena	Roehampton University (School of Business and Social Sciences)
British Computer Society (BCS)	Royal Academy Of Engineering (RAEng)
Daphne Jackson Trust (DJT)	Sopra Newell And Budge
Department of Trade and Industry (DTI)	UK Resource Centre For Women In Set (UKRC)
European Association for Women in Set (WiTEC)	Unilever
Fujitsu Services	University Of Bath (Business School)
Global Women Inventors and Innovators (GWIIN)	University Of Central Lancashire (School of Health & Post-Grad Medicine)
Imperial College (Department of Computing)	University Of Liverpool (Department of Engineering)
Institution of Engineering and Technology (IET)	University Of Southampton (School of Electronics and Computer Science)
Intellect	Women In Technology
Involvement and Participation Association (IPA)	
IT Synergy	
Portia (Lead Partner)	
Queen Mary University Of London (Department of Computer Science)	

Numerous other organisations and individuals contributed valuable time and expertise to help Equalitec achieve the objectives it signed up to under the Equal Programme. They include: BBC News Interactive, BP, Citigroup, Connect Internet Solutions, e2v, EEF, EPSRC, GCHG, Gnosis, Google, HP, IBM, IoP, Kaspersky Labs, Kodak, Maven Training, Metropolitan Police, Microsoft, NHS Trust, Pfizer, Prospect, REC, Richard Rogers Partnership, Seren Partners, Skills Fair, Sony, Symantec, UK CEED, University of Cambridge, Judge Business School, West Dunbartonshire Council, Portsmouth University, Thoughtworks and many others.

The support and intervention tools developed by equalitec have been designed to help individuals and organisations make progress in seeking ways to address issues of diversity, recruitment, employability and career progression in ITEC and related areas. They include: Mentoring Circles™, Industry Placements, ITEC Innovation Award, Career Guides, Research Reports, Training Information, Case Studies and Role Models. More details on these can be obtained from:

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