



Royal Academy
of Engineering



Creating Inclusive Cultures

Why is diversity and inclusion important?

Team workshop series – Facilitator guide

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Why is diversity and inclusion important?

Getting ready to run your session

- Welcome to this inclusive team workshop and thank you for using this resource to help support teams to be more inclusive and therefore more productive.
- At the end of each part of the session, summarise what has been discussed (in a timely manner) so that you can move on to the next section.
- This guide is designed to help you run this 60-minute session. All of the materials you will need can be found on the [Academy website](#).
- Take your group through the resources and use this step-by-step guide to lead you through the session.
- Your role is to facilitate and encourage conversation – you do not have to be an expert on diversity and inclusion to run a successful session.

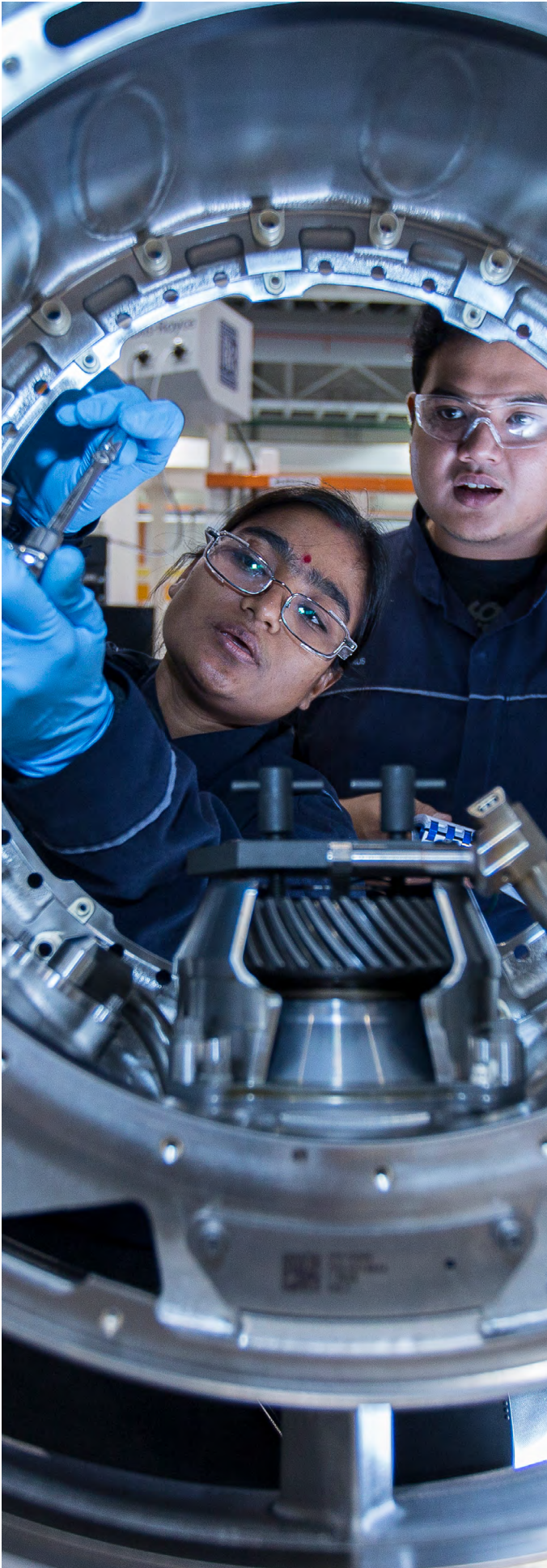
Advanced preparation

- ✓ Schedule time to prepare your session.
- ✓ Read the introduction and this guide and ensure that you are confident in how to run an inclusive session.
- ✓ Familiarise yourself with these facilitator notes and the slides so you know what to expect.
 - The notes provide both actions (indicated by a tick) and statements (indicated by a bullet)
 - [facilitator notes and powerpoint](#)
 - the Academy [survey link](#) (and any organisational feedback forms).

- ✓ Ensure you have all equipment needed:
 - Flip chart and pens.
 - Pre-prepare a drawing of an 'iceberg' for the introduction (see introduction section). It needs to be large enough for everyone to write the characteristics of diversity and inclusion.
 - Screen to play linked videos (with sound).
- ✓ Think about how you can make the content relevant to your audience.
- ✓ Think about the questions you're likely to be asked and what your answers will be.
- ✓ Consider the group size – ideally 10 to 25 people will work best for this session.
- ✓ Think about the accessibility of the session, send out an email to all attendees to confirm if they have any specific requirements.

On the day

- ✓ Set up the training space.
- ✓ Ensure screen and sound for video are working and all other equipment is in place.
- ✓ Encourage everyone to get involved, take part and ask questions.
- ✓ Recognise that there will be different learning styles – for example, some may need time to reflect on what is being discussed, and so may not immediately comment. Others may be very vocal and you may need to encourage them to let others in the group speak.



The structure of the session

- **Welcome and introduction** (five minutes).
- **What is diversity and inclusion** (25 minutes).
- **Exploring the benefits** (25 minutes).
- **Thank you and feedback** (five minutes).

Introduction

- **Timings:** five minutes.
- **Purpose:** welcome participants, health and safety messages, outline objectives.
- **Prepare:** screen to show provided presentation, pre-prepared blank 'iceberg' on a flipchart.

Do

- ✓ Welcome everyone and provide health and safety messages.
- ✓ Facilitate dialogue.
- ✓ Encourage participation.

Say

Hello and welcome. My name and role is...

Explain that the purpose of this training event is to introduce diversity and inclusion, explore what it is, the benefits it can provide to the team and what is hindering progress. The next hour is broken up into two main activities:

1. What is diversity and inclusion (D&I) in engineering?
2. Exploring the benefits and barriers to diversity and inclusion in engineering.

Note that the content of the workshop is based heavily on the findings of a study into inclusion in engineering undertaken by the Royal Academy of Engineering. Participants are all encouraged to browse the report that was published following that work, *Creating cultures where all engineers thrive*, which is available on the Academy's website.

What is diversity and inclusion?

- **Timings:** 25 minutes.
- **Purpose:** Reach a common understanding of the characteristics that make up diversity and inclusion.
- **Prepare:** Video, sticky notes (optional) and blank flipchart.

Outcome

- ✓ Establish a common understanding of what diversity and inclusion is.
- ✓ Recognise that diversity and inclusion includes a broad range of characteristics, many of which cannot be seen. Some characteristics specific to diversity are protected by the UK Equality Act 2010.

Do

- ✓ Compare the characteristics suggested by the participants with the pre-prepared list to ensure everyone has a complete view and common level of understanding.
- ✓ Explain that many characteristics that make up diversity and inclusion cannot be seen.

Say

Diversity and inclusion, or D&I, are frequently used terms but what do they actually mean? Dictionary definitions are quite clear. At its heart is a simple philosophy to promote and support diversity in the workplace – it's about valuing everyone in the organisation as an individual.

To make the most of that variety it's vital to have an inclusive environment where everyone feels able to participate and achieve their potential. The two are not the same but closely related and together these make up the subject of diversity and inclusion.

Video: To explore this further watch this short video. Play *Inclusion starts with I* [video](#)

While diversity is measured in terms of demographics, inclusion is about how engineers feel, and how they perceive and experience the culture in which they work.

Iceberg exercise: Reflecting on the video ask the audience what aspects they think make up

diversity and inclusion. For example, age might be one characteristic of diversity. Openness might be a factor of inclusion.

As course facilitator, offer up these examples.

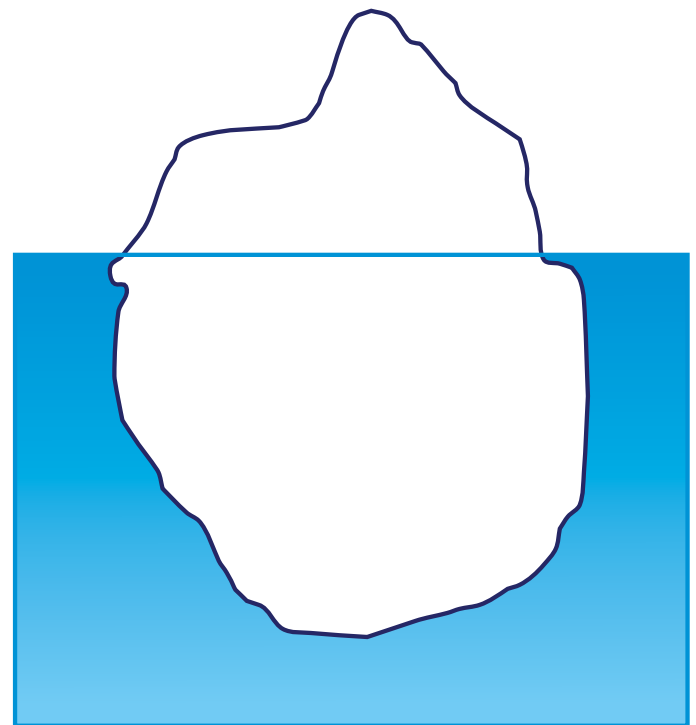
- If the characteristic is visible to others stick it/ write it on the 'iceberg' above the water line.
- If the characteristic is not visible to others stick it/ write it on the 'iceberg' below the water line.

Ask the audience to share what characteristics they have thought of and continue to add them to the iceberg above and below the water line. Some may be both above and below the water line, such as physical ability. Compare to the following:

Characteristics of diversity

- | | |
|-------------------|-----------------------------------|
| ■ Language | ■ Nationality |
| ■ Religion | ■ Job level |
| ■ Ethnicity | ■ Physical ability |
| ■ Perspectives | ■ Pregnancy and maternity |
| ■ Thinking styles | ■ Experiences |
| ■ Race | ■ Gender |
| ■ Gender identity | ■ Sexual orientation |
| ■ Skills | ■ Marriage and civil partnerships |
| ■ Culture | |
| ■ Age | |

Note that the characteristics are illustrative rather than exhaustive.





Indicators of inclusion

- **Openness** – people feel able to be open about who they are and about their life outside work, and confident to speak up on inappropriate behaviour towards themselves or other people, or about mistakes or safety risks.
- **Respect** – employees feel that they are treated with respect by managers, leaders and colleagues and do not feel that assumptions are made about them because of any differences.
- **Relationships** – people relate to each other, and the extent to which relationships are friendly, collaborative, and free of offensive banter, bullying or harassment.
- **Career** – employees feel supported in their careers, by their manager and by the fair implementation of talent management processes such as promotion.
- **Flexibility** – the extent to which engineers have opportunities to work flexibly, without it being a barrier to career progression.
- **Leadership** – the extent to which engineers are convinced by their managers' commitment and action on diversity and inclusion.
- **Diversity itself** – a diverse workforce at all levels in an organisation.



Note that these indicators are being highlighted because they are the seven indicators of inclusion in engineering identified in [Creating cultures where all engineers thrive](#) study of inclusion across the industry.

Once everyone has finished, use the now completed 'iceberg' to highlight the breadth of characteristics that make up diversity and inclusion. Some of these can be seen and some can't (above and below the water line). It may be surprising how many cannot be seen and how important the unseen culture of an organisation is, particularly to inclusion.

Explain these unseen factors are important to how each person feels, thinks and behaves and therefore are fundamental to how a team works and an employee's enjoyment at work. Consequently, it is important that we raise our awareness to them so action can be taken if needed.

Make it clear that this does not mean individuals need to share their private information with anyone, and nor does everyone in a team needs to know everything about everyone else.

Quiz: Specific to diversity, explain that in respect of certain characteristics, there are important legal protections under the UK's Equality Act 2010. Ask if anyone would like to take a guess at how many protected characteristics there are?

There are nine:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual orientation

Quiz follow-up: Does anyone know what protections employees have in respect of these protected characteristics?

Among other things, they are protected from discrimination or harassment that they face because of or related to a protected characteristic. Their employer has several legal duties to prevent this behaviour or act to punish it in the workplace.

It is outside the scope of this training to go into detail on the legal protections, but for those who are interested, there is a lot of easily accessible guidance on the Equality and Human Rights Commission's website. The link is included on the slide deck.

Of course, any employer will want to ensure a fully inclusive culture, and to achieve that, the employer must go beyond what is specifically mandated by the law and factor in all the diversity characteristics and indicators of inclusion that we have discussed.



Exploring the benefits

- **Timings:** 25 minutes.
- **Purpose:** Explore how diversity and inclusion can be a benefit to businesses and individuals.
- **Prepare:** Screen and flipchart.

Preliminary note to facilitator

The exercise in this segment encourages the group to discuss the challenges a company or team might face as it moves to a more diverse and inclusive culture, as well as the benefits. This can raise some difficult, albeit valuable conversations. We have included some tips below about how you might respond to some commonly perceived challenges. However, it is important that you feel comfortable running the session. Please note that you can choose to focus only on the benefits if you are concerned about how you might challenge any misconceptions that arise in the challenges section.

Outcome

- ✓ Awareness of the benefits diversity and inclusion can bring to teams.
- ✓ Awareness there is research substantiating these claims.

Do

- ✓ Facilitate the conversation to bring out potential benefits, such as employee satisfaction, wellbeing, problem solving, team working and flexibility.
- ✓ Ask participants to reflect on how diversity and inclusion can help their role as engineers in a team.

Say

Scenario: Imagine the following:

Sarah is a new member to the engineering design team who started two weeks ago. She holds a biology qualification. Sarah is often given the cold shoulder by a couple of other staff members, who refuse to help her with any questions she asks, roll their eyes at her, shake their head and/or make comments that she isn't cut out for the job. Therefore, she is having a hard time learning the ropes.

ASK: How would you define the environment and behaviours Sarah is experiencing?

ASK: As a member of this team who has observed this on a number of occasions, what are the implications for you? What action should you take?

ASK: All the other members of the team are men. Does this make a difference?

ASK: If the team would include Sarah more, what benefits might she bring?

ASK: What simple things could the team do to help Sarah feel more included?

Explain this is quite a straightforward example but challenges to diversity and inclusion may be much more subtle. For example, you may witness a person or teams' ideas regularly being shut down without due appreciation or consideration (respect). Or you may experience office banter that is making you or someone else feel uncomfortable (relationship). Actions like these may be completely unconscious yet impact the way people feel. This reduces the team's ability to include everyone, maybe hindering their ability to solve problems, reducing their motivation and engagement.

Benefits and challenges exercise:

If you are feeling confident, start by asking the group whether they think having a diverse and inclusive company and team is important and have them explore (by reference to benefits and challenges) why they think that. Alternatively, direct them immediately to think about the benefits and challenges as below.

On the flip chart, jot down thoughts on the benefits and challenges of moving to a more diverse and inclusive culture within your company and team. For example, do you think having a more diverse workforce would make your team more effective?

Non-exhaustive examples:

Benefits

- Employee engagement.
- Wellbeing.
- Company profitability.
- Problem-solving.
- Flexibility.
- Inclusive working practices.
- Team working.
- Future skill gaps.
- Career development.
- Safety consciousness.
- Loyalty.

Challenges

- 'Traditional/majority' groups may feel sidelined/disadvantaged by a move to greater equality in the workplace.
- May be constrained by security requirements.
- Resource planning to cope with flexibility; impact of flexible working on productivity (for example, workshop participants may display scepticism about how businesses deal with flexible working, part-time hours or job tasking and perceive a likely loss of efficiency).
- Having team members with different native languages may cause greater misunderstanding.

Refer to slides

Facts about benefits: Explain that research conducted by the Royal Academy of Engineering concludes:

- Eight out of ten engineers said feeling included at work increased their motivation.
- Nearly seven out of ten said feeling included at work increased their overall performance.
- 50% said feeling included at work increased their engagement.
- Engineers who feel more included are more likely to understand the priorities of the business, be confident about speaking up on improvements, mistakes or safety concerns and see a future for themselves in engineering.
- Global professional services firm Deloitte found that when employees feel their organisation is committed to diversity and they feel included, ability to innovate increased 80%, responsiveness to changing customer needs increased 30%, and team collaboration increased 40%.

ASK: What do the group think about these facts? Does it feel the same where they work? What actions could they take?

Responding to challenges identified by the group

It is not possible to pre-empt everything that might be raised by the group. It is possible that the group may touch upon issues that require specialist diversity and inclusion knowledge for a response. If you are unsure of any relevant answers, tell the group you will follow up after the session and once you have had a chance to speak with the

Academy's Diversity and Inclusion team, who can provide advice and guidance.

Say

- ✓ Some of the challenges identified might be perceived and some real.
- ✓ It is important to think these through in more detail and, where it is concluded that a challenge is real, think about possible solutions.
- ✓ As an industry with such a huge skills gap, as well as a moral responsibility to ensure equal opportunities for all, can we really afford not to find solutions to challenges?

Example responses to some challenges that may be cited:

- There is no doubt that sometimes, for those that have been used to being in a position of privilege/favour, for example by working in an environment that has been designed to suit their particular needs, there may be some discomfort at a move away from that environment to one that enables equal participation by others too. This is natural but can be overcome. For example, you may wish to explore the Academy's work engaging 'Majority allies'. A link is provided on the slide.





- Some companies are indeed constrained by security requirements, but does that mean that there is no possibility to increase diversity and inclusivity of workforce? Consider, for example, the fact that only 8% of engineers are from minority ethnic backgrounds, even though nearly 20% of the UK population are minority ethnic. Is it really feasible that **security requirements** account for this 12% disparity?
- Many companies have learned the benefits of having a **linguistically diverse** workforce and it is worth noting that the vast majority of highly successful multinational corporations operate with this reality. While there may be greater scope for misunderstanding when some colleagues are speaking in their second (or even third or more) language, there are ways of limiting the scope for misunderstanding and companies with linguistically diverse workforces typically extoll the benefits this diversity brings over the challenges.
- It is common for people to think that their company or team can't cope with **flexible working**. The Equality and Human Rights Commission has flagged that the concerns in this area are often myths. They have produced a one-page [myth busting overview](#).

Barriers

Obstacles to progress on inclusion in engineering revealed by the Academy's study include:

- 'inclusion privilege', those who already feel included are least likely to take action
- perception there is no sense of a 'crisis of inclusion' to catalyse action but rather a consistent pattern of lower levels of inclusion for BAME (Black, Asian and minority ethnic) and women engineers
- engineering culture is often driven to deliver clear and tangible outcomes. Addressing inclusion is a complex change management process through which tangible outcomes are often only perceptible over long periods of time, with measurement undertaken by reference to individuals' perceptions and experience. This is not a form of outcome measurement that engineers are used to using.

ASK: What do the group think about these and any other barriers they perceive? Does it feel the same where they work? What actions could they take?

Thank you and feedback

- **Timings:** five minutes.
- **Purpose:** get feedback on the session.
- **Prepare:** feedback survey link.

Do

- ✓ Require participants to complete the brief [online feedback survey](#) for the Academy.
- ✓ Hand out any other feedback form your company wishes to use to receive feedback.
- ✓ Thank them for their participation.
- ✓ Show them where the [other workshops and further information](#) can be found.

Say

- ✓ Thank you all for attending this workshop and being active participants.
- ✓ Did you find it interesting? Thought provoking? I'm going to ask each of you what is your one take away from this session (go round the group).
- ✓ The heart of diversity and inclusion is a simple philosophy to promote and support diversity in the workplace – it's about valuing everyone in the organisation as an individual. To make the most of that variety it is vital to have an inclusive environment where everyone feels able to participate and achieve their potential. Diversity and inclusion are not the same but are closely related.
- ✓ Remember the 'iceberg' and how broad ranging the characteristics and factors making up D&I are, and how many are unseen.
- ✓ Remember from the Sarah scenario that people may behave in completely unconscious ways that affect inclusive working.
- ✓ Key facts show the tangible benefits to having a more diverse and inclusive work force; particularly to motivation, innovation, problem solving, engagement and happiness in the workplace (as well as many others). There are also barriers to overcome and it is in our ability to do so.
- ✓ It is really important that you provide feedback to the Academy [and the company if the company requires this] so that we may continue to learn and improve the sessions we run. Please complete the feedback survey [and form] now.

- ✓ There are three other workshops available in this series by the Royal Academy of Engineering:
 - Why is diversity and inclusion important?
 - Ways of working
 - Problem-solving
- ✓ There is also a lot more information on the [Academy's website](#) explaining the research around this topic, such as the [Creating cultures where all engineers thrive](#) report.

Note to facilitator. It is very important that the Academy also receives your feedback, [available here](#). Thank you in advance for helping us to continue to improve the resources we provide by giving us your feedback.

Contact the Royal Academy of Engineering Diversity and Inclusion team:

✉ diversityteam@raeng.org.uk

📍 www.raeng.org.uk/engdiversity



Royal Academy of Engineering

This workshop was designed and developed by Matthew Young and Karen Legg. The Academy is very grateful for their work.

The Royal Academy of Engineering is harnessing the power of engineering to build a sustainable society and an inclusive economy that works for everyone.

In collaboration with our Fellows and partners, we're growing talent and developing skills for the future, driving innovation and building global partnerships, and influencing policy and engaging the public.

Together we're working to tackle the greatest challenges of our age.

What we do

Talent & diversity

We're **growing talent** by training, supporting, mentoring and funding the most talented and creative researchers, innovators and leaders from across the engineering profession.

We're **developing skills for the future** by identifying the challenges of an ever-changing world and developing the skills and approaches we need to build a resilient and diverse engineering profession.

Innovation

We're **driving innovation** by investing in some of the country's most creative and exciting engineering ideas and businesses.

We're **building global partnerships** that bring the world's best engineers from industry, entrepreneurship and academia together to collaborate on creative innovations that address the greatest global challenges of our age.

Policy & engagement

We're **influencing policy** through the National Engineering Policy Centre – providing independent expert support to policymakers on issues of importance.

We're **engaging the public** by opening their eyes to the wonders of engineering and inspiring young people to become the next generation of engineers.