Increasing diversity and inclusion in engineering – a case study toolkit (summary)
Acknowledgements

The development of this suite of case studies has been steered by a subgroup of the Royal Academy of Engineering Diversity Leadership Group (DLG). The DLG is extremely grateful to those who have taken the time to contribute case study examples, to Pearn Kandola for compiling the case studies and applying their expertise, and to those who have helped review and refine this document. Particular thanks go to the individuals listed below:

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**Increasing diversity and inclusion in engineering – a case study toolkit (summary)**

A report by the Royal Academy of Engineering Diversity Leadership Group (DLG)

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This report and a summary report are available for download from: [www.raeng.org.uk/policy/diversity-in-engineering/bis-programme/employers](http://www.raeng.org.uk/policy/diversity-in-engineering/bis-programme/employers)

Design by straightedge.co.uk
The DLG aims to increase diversity and inclusion across engineering by creating opportunities for employers to drive strategy and engage in activities that not only attract the next generation of engineers, but also support development and retention.

As you will see when you read the case studies, the vast majority of diversity and inclusion work taking place across our sector revolves around gender. While this must continue to be a key area of focus for us, we ought to do more to understand and address barriers that might inhibit other underrepresented groups from joining and staying within engineering employment. Extending the focus of our diversity and inclusion activity beyond gender, we maintain, could be one way to address the engineering skills shortage – the need to find 1.8 million more engineers by 2020.

It is good to see work being done to address barriers faced by lesbian and gay people, and it would be good to see more in relation to ethnic minority people who make up 25% of primary school children, 25% of engineering graduates, 12% of the working age population but only around 6% of those in employed as professional engineers. Addressing barriers to the recruitment and retention of disabled people would also be of benefit to our profession. As valuable talent within our workforces ages, and the statutory retirement age no longer applies, we need to become smarter at recruiting and retaining disabled people, or people from any background with the prerequisite skills.

Aside from sharing the summary case study examples and toolkit in this document, the DLG has also produced a fuller length version of this document containing more detail about each case study. In addition, it has published Diversity and Inclusion in Engineering Survey Report 2015 based on a survey of members which reported in February 2015. The survey provides excellent information on current DLG performance on diversity and inclusion. I appreciate that while our members are having a positive impact – there is still some way to go in developing truly inclusive workplaces. Each time we conduct our DLG diversity and inclusion survey, we will be on the lookout for more good practice examples. I look forward to sharing these with you in the future.

I would also like to take this opportunity to thank Dr Nelson Ogunshakin and the members of DLG subgroup two – building inclusive cultures for leading the development of an excellent suite case studies to disseminate and build on.

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1 Industry-led 10 Steps for retaining women in STEM: https://www.wisecampaign.org.uk/consultancy/industry-led-ten-steps

2 Increasing diversity and inclusion in engineering - a case study toolkit: tinyurl.com/owqukyc

3 DLG Diversity and Inclusion in Engineering Survey Report 2015 - including trends, similarities and differences with the highways and transportation sector: tinyurl.com/owqukyc
I am delighted to have chaired DLG subgroup two – building inclusive cultures since its inception in February 2014. I am especially proud of the role the subgroup has played in leading the development of this document, and in working with Women in Science and Engineering (WISE) to lead the delivery of the inaugural DLG Diversity and Inclusion Survey in 2015.

Creating inclusive cultures across engineering companies is critical in not only engaging, attracting and retaining engineers of all ages, but also as regards driving innovation and creativity. Time and time again, it has been proven that greater diversity leads to increased innovation and creativity, and new research shows strong correlation with financial performance.4

This report includes many examples where engineering companies are actively supporting diversity and inclusion; through the development of staff networks, leaders and women; by reviewing their strategy and approaches; and measuring and monitoring the impact. It is heartening to see that many organisations in this document address diversity and inclusion as a business imperative – to be tackled like any other area of business.

Allan Cook, Chair of the DLG, provided the strategic leadership required to execute this task and we are very grateful for his advice and forthright thinking in driving this particular programme forward to a successful conclusion.

Sue Percy, Chief Executive of the Chartered Institution of Highways and Transportation (CIHT) is a member of the building inclusive cultures subgroup. This has afforded the opportunity to work closely with the CIHT in disseminating good practice, not just for engineering as a whole but also specifically for the transportation sector. I urge you to explore the CIHT document Routes to Diversity & Inclusion – a toolkit to help employers recruit, retain and develop a diverse workforce5 for more ideas on increasing diversity and inclusion.

I would like to extend my gratitude to all members of subgroup two for their time and contributions inside and outside of meetings, without which we would not be in a position to share this document. I would also like to thank Bola Fatimilehin and the Royal Academy of Engineering Diversity Team for their advice, support and persistence in steering the development and keeping us all on track. Finally, I would like to thank Pearn Kandola for allowing us to share their tools to support companies in their quest for greater diversity and inclusion.

I hope you find something of interest in this document to take forward within your organisation, and encourage you to explore the full version of this document.

5 Routes to Diversity & Inclusion – a toolkit to help employers recruit, retain and develop a diverse workforce.
Diversity of UK population

51% Working age population is female*

16% Working age adults are disabled*

20 – 30%
By 2051, it is estimated that BME people will represent between 20 – 30% of the UK’s population.

14% UK population are from ethnic minority backgrounds

6% UK population are lesbian, gay or bisexual

25% Secondary school pupils are from a BAME background

29% Primary school pupils are from a BAME background

There are more people aged 50+ in employment than ever before†

*Source ONS Labour Force Survey
†A portrait of modern Britain http://tinyurl.com/khch6us
‡Government facts and figures http://tinyurl.com/qyrelqu
§ONS Census 2011
∥YouGov http://tinyurl.com/mlw9fju
¶Race for Opportunity (RfO) STEM Sector Factsheet http://tinyurl.com/oapnu2
††Department of Work and Pensions (DWP), Fuller working lives: why it is important
Profile of UK Engineering sector and engineering workforce

Engineering turnover is 24.9% of all UK turnover.  

- **24.9%** UK turnover
- **5.4m** Employees
- **576,440** Enterprises

At 8%, the UK has the lowest proportion of female professional engineers than any other European Country.  

- **8%** Female professional engineers
- **6%** BME professional engineers
- **14.2%** First Degrees in engineering are female
- **26%** Engineering students from BAME backgrounds

6% of professional engineers come from black and minority ethnic backgrounds.  

26% of UK domiciled engineering students come from Black Asian and Minority Ethnic backgrounds.  

14.2% of those who achieve First Degrees in engineering are female.

The business case for diversity and inclusion

**Skill shortage**

- Engineering employers are projected to need 1.82 million people with engineering skills from 2012-2022.  
- **1.82 million**
- **96%** Anticipate recruitment problems

96% of Diversity Leadership Group (DLG) companies anticipate they will have difficulties recruiting in the future and would like to broaden the pool from which they recruit.  

**Financial performance**

- Companies in the top quartile for racial/ethnic diversity were 35% more likely to have financial returns above their national industry median. (note: this is not causal but there is a correlation).
- **35%** Above average financial returns
- **15%** Above median financial returns

Companies in the top quartile for gender diversity were 15% more likely to have financial returns that were above their national industry median. (note: this is not causal but there is a correlation).

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15 Engineering UK 2015 - the state of engineering www.engineeringuk.com/  
Introduction

The ‘engineering profession’ is interpreted to mean engineering employers, professional engineering institutions (PEIs) charged with upholding engineering standards, the many institutions and outlets that provide academic and vocational education and the various organisations that support and promote engineering.

As a first step in this programme, the Academy began working with the 35 PEIs that oversee professional registration, to get buy-in to an Engineering Diversity Concordat. The Concordat was subsequently established early 2013, and two years later 30 PEIs had become signatories to it (see Appendix 1).

The second step was to convene a Diversity Leadership Group (DLG) in 2013 as a collaborative group of around 40 engineering employers, institutions and sector skills councils, to take action to increase diversity across engineering employment. It is a high level strategic group that shares the vision of increasing the diversity of the engineering workforce in the UK. The drive for making this change comes primarily from the imperative to increase the supply of suitably skilled workforce members, in order to reduce the engineering skills gap in the UK. A secondary driver for being more inclusive to a wider demographic is the strength derived from greater diversity of thought and approach to innovation. In this context, diversity encompasses gender, ethnicity, disability, sexual orientation, socio-economic background and age.

The group is action-orientated, providing a forum for agreeing strategic priorities for collaborative action, by employers, across engineering sectors.

Background

The Royal Academy of Engineering (the Academy) provides leadership and promotes excellence across all fields of engineering, to the benefit of society. It has an ambitious programme which aims to increase diversity and inclusion across the engineering profession.

Objectives

The objectives of the DLG case study project were to work with DLG member companies to:

Develop

Develop case studies showcasing D&I good practice in a number of areas, reflecting themes of the DLG subgroup two inclusion themes and Industry-led 10 Steps.

Guide

Provide guidance on creating and maintaining inclusive cultures. Develop case studies highlighting specific initiatives, challenges, impact, hints and tips and next steps to support the implementation of D&I good practice.

Engage

Engage engineering employers in using the case studies to build a culture of inclusion across the engineering profession.

Business imperative for action

79% of Diversity Leadership Group (DLG) companies cite tackling the skills shortage as the most important external business imperative for work on diversity and inclusion (Source - Diversity and Inclusion in Engineering Survey Report 2015).
Six months after its inception, the DLG identified three key themes to focus on in its quest to increase diversity. The subgroups below were identified towards the end of 2013 and began meeting in the early part of 2014 to develop and progress work under each theme. In addition, to act as a sounding board for DLG ideas and action in relation to the three key themes, a fourth subgroup of early career engineers was also convened.

**DLG SUBGROUP 1**
Attracting a diverse future generation
Focuses on inspiring and attracting the next generation of engineers.

**DLG SUBGROUP 2**
Building inclusive cultures
Focuses on action needed to support and develop more inclusive cultures across engineering employers.

**DLG SUBGROUP 3**
addressed engineering employer interaction with higher education
It focused on raising the visibility of engineering employers across UK higher education establishments and engaging a more diverse cohort of potential engineers. This involved members of the DLG working with a Perkins Review of Engineering Skills task and finish group set up for a 12-month period to implement recommendations from the report. Outcomes from the group have since been integrated into an employer pilot project to increase engagement with diverse engineering and technology graduates – Royal Academy of Engineering case study on page 31.

**DLG SUBGROUP 4**
Early Careers Group
To act as a sounding board for DLG ideas. Set up to inform the direction of the DLG in its early stages, this group concluded in July 2015 with actions rolled into ongoing work across member companies.

**Development of diversity and inclusion good practice case studies**
One priority area for action identified by DLG subgroup two - building inclusive cultures concerned developing and sharing examples of robust diversity and inclusion (D&I) practice, from engineering employers, aimed at transferring good practice. To help achieve this aim, the Academy has worked in partnership with Pearn Kandola to develop the diversity and inclusion case studies included in this report. These are to be used by DLG members, wider engineering employers and institutions as examples of good practice. The case studies provide examples to draw on and replicate to help build a wider culture of inclusion.

This document includes summary versions of case studies developed. In-depth versions can be found in the full-length version of this report which can be accessed via Academy webpages20 or by emailing diversity@raeng.org.uk.

It is acknowledged that a large proportion of the case studies focus on initiatives related to gender. This reflects the findings in the Diversity and Inclusion in Engineering Survey Report 201521 in which 100% of respondents indicated that their diversity and/or inclusion plan addressed gender diversity, compared to 74% who were addressing age and ethnicity/race and 68% who were addressing disability. While gender diversity is clearly a key area of improvement for the profession as a whole, organisations are encouraged to develop initiatives that encompass a wide range of characteristics and build more inclusive cultures.

20 Increasing diversity and inclusion in engineering - a case study toolkit tinyurl.com/owqukyc
21 Diversity and Inclusion in Engineering Survey Report 2015 – including trends, similarities and differences with the highways and transportation sector tinyurl.com/owqukyc
Information on the actions taken by organisations has been collected and compared with:

- D&I good practice.
- research into inclusive cultures in organisations.
- the DLG subgroup two – building inclusive cultures inclusion themes and Industry-led 10 Steps for sustaining the pipeline of women in science, engineering, technology and maths (STEM) (see Appendix 2 for more information).

Using this information, practical case studies have been developed which the DLG will proactively share with the intention of promoting and increasing D&I practice across the engineering profession.

The DLG case study project was funded by the Royal Academy of Engineering and delivered by DLG subgroup two – building inclusive cultures in partnership with Pearn Kandola. Project objectives and methodology are outlined below.

**Objectives**

The objectives of the project were to work with DLG member companies to:

- Develop case studies showcasing D&I good practice in a number of areas, reflecting themes of the DLG subgroup two inclusion themes and Industry-led 10 Steps.
- Provide guidance on creating and maintaining inclusive cultures. Develop case studies highlighting specific initiatives, challenges, impact, hints and tips and next steps to support the implementation of D&I good practice.
- Engage engineering employers in using the case studies to build a culture of inclusion across the engineering profession.

**Method**

There were six main stages:

- Review of the existing case study material provided by DLG members.
- Interviews with DLG members and other companies in the engineering sector.
- Research into case studies in the public domain.
- Comparison with best practice, the DLG subgroup two-building inclusive cultures inclusion themes and Industry-led 10 Steps (see Appendix 2).
- Development of the toolkit.
- Plans to disseminate the toolkit across the DLG and signatories to the Industry-led 10 steps, and others across the engineering profession.

**Report structure**

The following sections of the report provide you with both a summary of the case studies and tools to help build inclusive cultures in organisations. The report is divided into the following sections:

- The business case for diversity and inclusion in engineering.
- Summary case studies.
- Toolkit for creating and maintaining inclusive cultures.
- Appendices.

**Joint working with the Chartered Institutions of Highways and Transportation (CIHT)**

As well as funding the development of DLG case studies, the Royal Academy of Engineering also funded the CIHT to deliver a diversity project involving its corporate partners. The project, entitled Routes to Diversity had many synergies with the DLG case study project, with a specific focus on the highways and transportation sector.

*Routes to Diversity & Inclusion – a toolkit to help employers recruit, retain and develop a diverse workforce* showcases good diversity and inclusion practice across the highways and transportation sector providing insight into actions taken and progress across the sector. Where possible, the DLG is committed to disseminating and promoting CIHT work on diversity and inclusion alongside that of the DLG.

The *Diversity and Inclusion in Engineering Survey Report 2015* also provides information and statistics on CIHT corporate partner progress on D&I.

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22 *Routes to Diversity & Inclusion – a toolkit to help employers recruit, retain and develop a diverse workforce*

www.cihtr.org.uk/diversitytoolkit.
Business case
The business case for diversity and inclusion in engineering

An important first step in creating an inclusive organisational culture is understanding why diversity and inclusion are beneficial in engineering. Communicating the business case is one of the key actions for influencing senior leaders to engage with diversity and inclusion.

The business case for developing an inclusive culture is compelling. Research demonstrates that inclusive cultures can lead to significant positive impacts on a range of factors for both individuals and organisations. Some of the main benefits are outlined in the table below.

### Addressing the engineering skills gap

In the DLG Diversity and Inclusion in Engineering Survey Report 2015, tackling this skills shortage was identified as the most important external business imperative for work on diversity and inclusion, identified by 79% of organisations surveyed. 96% anticipated that they will have difficulties recruiting in the future and would like to broaden the pool from which they recruit. 58% of organisations think that “there are just not enough diverse candidates with the skills we need”, making this the biggest challenge to progress.

The UK is in great need of more engineers: an additional 87,000 graduate-level engineers are needed each year between now and 2020, but the higher education system is producing only 46,000 engineering graduates annually, which suggests that the UK has a long way to go to fill this predicted skills gap.

### Positive impact on an organisation’s financial performance

Analysis of the data from 366 companies by McKinsey revealed a statistically significant connection between diversity and financial performance. The companies in the top quartile for racial/ethnic diversity were 30% more likely to have financial returns above their national industry median, and companies in the top quartile for gender diversity were 15% more likely to have financial returns that were above their national industry median. This correlation does not prove that the relationship is causal – that greater ethnic and gender diversity in corporate leadership automatically translates into more profit – but rather indicates that companies that commit to diverse leadership are more successful.

### Greater innovation and creativity

In the DLG Diversity and Inclusion in Engineering Survey Report 2015 found that one of the top three business imperatives driving diversity and inclusion work for engineering organisations (cited by 83% of organisations) was “enhancing capacity for innovation and creativity”.

Scott Page, Professor of Complex Systems at the University of Michigan, has looked at the link between greater diversity and increased innovation. In his book The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools and Societies, he used mathematical modelling and case studies to show how variety in staffing produces organisational strength. He found that when teams comprise people with different perspectives (arising from their education, experience or identity) and their views were included, a diverse team’s collective intelligence was greater than homogeneous teams even when the homogeneous teams were more capable.

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24 Engineering UK 2015 - the state of engineering www.engineeringuk.com/
Inclusion drives higher business performance than diversity alone

Most of the respondents to the DLG Diversity and Inclusion in Engineering Survey Report 2015 (83%) were focusing their work on both diversity and inclusion.

Increase motivation, productivity and retention

"Improving employee engagement and performance" was another of the top three business imperatives driving diversity and inclusion work, cited by organisations who took part in the DLG Diversity and Inclusion Survey in 2015.

Research by Opportunity Now and Shapiro Consulting, entitled Inclusive Leadership: culture change for business success27, shows that when leaders are perceived by their teams as being inclusive, 84% report feeling more motivated and 81% indicate it has a positive impact on their productivity. Employees with high engagement levels report 3.9 times the earnings per share (EPS) growth rate compared to organisations with lower engagement in their same industry.

Improved customer orientation

In the UK, 80% of purchasing decisions are made by women. By 2025, women are expected to own 60% of all personal wealth and control £400 million more per week in expenditures than men. McKinsey reported that a top team that reflects different demographic groups will have a better understanding of their market behaviour (McKinsey, 2015)28.

Increased customer satisfaction

Cumulative Gallup workplace studies have shown that organisations that are successful at creating an inclusive culture have been shown to have 39% higher customer satisfaction scores than those which do not29.

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Case studies

This section contains a summary of case studies on good practice in the area of diversity and inclusion. They have been developed based on the activities of a range of organisations from the engineering sector, varying in size from small and medium size enterprises to large, global organisations. The DLG subgroup two - building inclusive cultures inclusion themes and Industry-led 10 Steps were used as a set of criteria against which to gather information about the participating organisations’ diversity and inclusion activities. Both the inclusion themes and 10 Steps have been unified into simplified themes to support navigating the case studies (see Appendix 2). Where an organisation provided a good example of diversity and inclusion work that related to one or more diversity and inclusion themes, this was developed into a case study.
Using the case studies

Read the summary case studies contained in this report to get ideas for what might work well in your organisation. Also have a look at tools 1 – 5 and the good practice guidance contained in Appendix 3.

In-depth versions of the case studies can be found in the full-length version of the toolkit report.30

When thinking about how you might use any of the initiatives described, consider the following:

• What evidence is there that the initiative is needed? This can be qualitative or quantitative evidence.

• What would you be hoping to achieve?

• What would be your aims/objectives for implementing a similar initiative?

• Are will you measure success/impact? It is useful to have these agreed at the start.

• How would this initiative fit with other D&I activity you are carrying out and your overall D&I strategy?

• How would this fit with your organisation’s culture?

• Is it worth trialling or piloting it?

• How might people respond?

• What challenges/barriers do you foresee? How would you overcome these?

• Has anything like this been done before in your organisation? What was the outcome?

• How would you monitor success?

• How would you communicate this to employees?

If you would like to contact a particular organisation for more information, please email the Royal Academy of Engineering diversity@raeng.org.uk for up-to-date contact details.

Casstudies

30 Increasing diversity and inclusion in engineering - a case study toolkit tinyurl.com/owqukyc
## ACE

### Boosting diversity in apprenticeships

<table>
<thead>
<tr>
<th>Company Information</th>
<th>Summary</th>
<th>Diversity and inclusion themes</th>
</tr>
</thead>
</table>
| Association for Consultancy and Engineering (ACE) represents 550 companies which together employ around 80,000 in the UK and 250,000 worldwide. ACE members are mainly in the business of consultancy and engineering. ACE has been at the vanguard of change on diversity and inclusion. In 2004, it appointed its first BME chief executive and first female chair in 2010. ACE’s workforce is 39% female and 62% male, and 40% of employees are from ethnic minority backgrounds. | • Provision of apprenticeships to young individuals from diverse backgrounds through the Technician Apprenticeship Consortium (TAC).  
• A group of mainly engineering consultancy practices that have joined together to develop and deliver advanced technician apprenticeships in relevant engineering disciplines.  
• Collaboration with professional bodies and education and training providers to create an effective programme to help students to progress.  
• Creation of the Progress Network – ACE’s community for young consultants and engineers.  
• The aim of the network is to provide an environment where young professionals (aged under 35) can network with their peers, share knowledge, develop business skills, participate in debates and keep up to date with current industry news.  
• Linked to the TAC programme.  
• Led by a national chair who also sits on the ACE Board. | • Building staff networks.  
• Transparent career progression. |
Case studies

**Airbus**

The power of women’s networks

<table>
<thead>
<tr>
<th>Company Information</th>
<th>Summary</th>
<th>Diversity and inclusion themes</th>
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</table>
| Airbus was founded in 1967 and is a division of the Airbus Group that specialises in manufacturing commercial jetliners and military aircraft. The Airbus workforce is made up of over 58,000 individuals from over 100 different nationalities. From 2015, the company has delivered over 9,000 aircraft. | • Employee networks including “the netWork” - set up and run by women from across the business (although open to male and female employees).  
• Up to 10% of the personal objectives of the network’s steering group are related to the network’s activities.  
• The network delivers business benefits and learning opportunities, for example, sessions on achieving Chartership status, technical talks, sessions on developing self-confidence etc.  
• Involved in external networking events such as hosting the International Aviation Women Association (IAWA) at Farnborough Air Show in 2014, and participating in the 10th Edition of the Women’s Forum Global Meeting 2014. | • Building staff networks.  
• Sharing good practice. |
## ARUP

### Developing staff networks and leaders

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<tr>
<th>Company Information</th>
<th>Summary</th>
<th>Diversity and inclusion themes</th>
</tr>
</thead>
</table>
| Arup is an independent firm of designers, planners, engineers, consultants and technical specialists offering a broad range of professional services. The organisation operates in 38 countries and employs approximately 10,000 people. | Officially recognised D&I roles are taken on by people who are embedded in the business. Each area also has a senior level D&I champion.  
- D&I strategy and initiatives are implemented at a local level and representatives from the global regions meet every six weeks to discuss progress.  
- Employee networks play a key role in supporting employees and creating a positive culture. Networks include: Connect Out (LGBT), Connect Cultures and Connect Women.  
- Run recruitment skills workshops for 200 hiring managers. Workshop subjects include the importance of fairness, equality and understanding and minimising the impact of unconscious bias.  
- Inclusive leadership development programme for senior staff encouraging senior staff to recognise their own unconscious biases and teaching techniques to counteract them. | • Developing leadership.  
• Building staff networks.  
• Diversity as business imperative.  
• Challenging bias.  
• Sharing good practice.  
• Reviewing job design. |
## Atkins

**Developing and retaining women**

### Company Information

Atkins is a British multinational design, engineering and project management consultancy. It was founded by Sir William Atkins in 1938, and as of 2013, Atkins is the largest engineering consultancy in the UK. The company employs 17,500 individuals based in 29 different countries. Atkins works on many major projects, including the London 2012 Olympics.

### Summary

- Gender balance improvement plan – four-year strategy with clear vision and goals.
- Redesign of external website to attract more diverse candidates and to emphasise Atkins’ commitment to gender diversity.
- Industry-leading flexible working policies and practices:
  - Raised awareness through a suite of nine videos.
  - Hiring managers are encouraged to think about what is possible with regard to flexible working.
  - Candidates can filter their job search for jobs with flexible working opportunities.
  - All job descriptions were reviewed to make sure they mentioned collaborative behaviours.
  - In order to accommodate different working patterns, and to minimise the impact on employees’ personal lives, wherever possible training programmes are developed to use blended learning and to minimise the nights spent away from home.
- Recruitment suppliers committed to D&I plan as part of their contract.
- Diversity awareness training is now included in the learning and development portfolio and any other training programmes targeted at team leaders or Managers now incorporate an element of diversity awareness.
- Development of a four day programme called the Women’s Development Programme.
- Senior women supported in gaining external recognition through awards and internal recognition for any special project successes or areas that could be showcased.
- Exit interviews for female managers to understand reasons for leaving.

### Diversity and inclusion themes

- Developing leadership.
- Diversity as business imperative.
- Supporting retention and development.
- Supplier diversity.
- Using role models.
- Flexible working.
- Reviewing job design.
- Sharing good practice.
BAE Systems
Attracting diverse candidates through flexible working

<table>
<thead>
<tr>
<th>Company Information</th>
<th>Summary</th>
<th>Diversity and inclusion themes</th>
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</thead>
<tbody>
<tr>
<td>BAE Systems is a global defence, aerospace and security company employing around 88,200 people worldwide. Their wide-ranging products and services cover air, land and naval forces, as well as advanced electronics, security, information technology and support services. The organisation has employees in Australia, India, the Kingdom of Saudi Arabia, the United Kingdom and the United States.</td>
<td>• Partnerships with organisations such as WISE to attract more female candidates. 25 summer intern places offered through partnership with the Windsor Fellowship. • Schools programmes run by internal diversity networks - more than 300 employees act as Schools Ambassadors. • A focus on ensuring that appropriate and diverse role models are included on recruitment websites. • Unconscious bias training for all leaders (e-learning and facilitated conversations). • An extensive flexible working programme (SMART working) - different propositions for Professionals and Executives supported by an intranet site, a communications campaign and leadership commitment and role modelling.</td>
<td>• Using role models. • Challenging bias. • Building staff networks. • Flexible working.</td>
</tr>
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### BP

**Developing strategy and networks**

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<tr>
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</thead>
</table>
| British Petroleum (BP) is one of the major oil and gas companies in the world. The British company originated in 1908 as Anglo-Persian Oil Company. Since 2013, the multinational company works in 80 countries employing around 70,000 individuals. | • Newly launched group-wide D&I policy aligned to strategy with five ambition elements.  
• D&I objectives written into leaders' performance contracts.  
• Employee networks, known as business resource groups (BRGs), are a key part of the D&I strategy.  
• Groups of volunteers come together either on a local basis, nationally or internationally to drive activities that fall within BP's five D&I strategy areas.  
• The first BRGs formed were the women’s international networks (WINs) but there are now BRGs for other employee groups: LGBT employees, ethnic minorities, working parents and people with disabilities. | • Developing leadership.  
• Diversity as business imperative.  
• Building staff networks.  
• Sharing good practice. |
CGL

SME achieves gender balance

Company Information

Card Geotechnics Limited (CGL) is a geotechnical and geoenvironmental consultancy firm. The company has been in business for 21 years and is made up of 50 team members that are based in offices all over the UK.

Summary

• Flexible working:
  ▪ Male and female senior role models who work flexibly.
  ▪ A range of arrangements have been implemented.
  ▪ Remote desktop system enables home working.

• Supporting career development:
  ▪ Development activities are tailored to individuals' needs and aspirations.
  ▪ Support with additional qualifications and Chartership.
  ▪ Bespoke system developed by the Chartered Institute of Managers which enables employees to choose from a selection of online courses to help them work towards Chartered Manager status.
  ▪ Training or professional development activities are monitored to understand any diversity trends.
  ▪ "Strengthscope™ is used to understand individual and team strengths, where they double up, any gaps and how these can be addressed.

• Employees are encouraged to be STEM ambassadors.

Diversity and inclusion themes

• Flexible working.
• Transparent career progression.
• Sharing good practice.
• Using role models.
• Supporting retention and development.
CH2M is dedicated to tackling its clients’ toughest infrastructure and natural resource challenges with optimism and imagination. The professional services that CH2M provide are project management, programme management, consulting, design-build, operations management, construction management and design. Some projects it has been involved in include Crossrail, Thames Tideway Tunnel and High Speed 2. The organisation employs approximately 26,000 staff.

**Company Information**

- Established a number of employee networks to help share experience and knowledge, support and develop employees.
- Specific network for junior to mid-level professionals – JuMP
- Network group has a clear vision, mission and goals.
- Funding is provided for hosting events including an annual conference.
- The network has a chair, committee and subgroup to ensure its effectiveness.

**Summary**

- Sharing good practice.
- Building staff networks.

**Diversity and inclusion themes**

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### CH2M Networking Employees

Case studies

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**Company Information**

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- Specific network for junior to mid-level professionals – JuMP
- Network group has a clear vision, mission and goals.
- Funding is provided for hosting events including an annual conference.
- The network has a chair, committee and subgroup to ensure its effectiveness.

**Summary**

- Sharing good practice.
- Building staff networks.

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**Diversity and inclusion themes**
IBM
A history of inclusiveness

<table>
<thead>
<tr>
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<th>Diversity and inclusion themes</th>
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</thead>
<tbody>
<tr>
<td>IBM is a globally integrated enterprise operating in over 170 countries. Today IBM UK has around 20,000 employees, bringing innovative solutions to a diverse client base to help solve some of their toughest business challenges. In addition to being the world's largest IT and consulting services company, IBM is a global business and technology leader, innovating in research and development to shape the future of society at large. IBM's prized research, development and technical talent around the world partner with governments, corporations, thinkers and doers on ground breaking real world problems to help make the world work better and build a smarter planet.</td>
<td>• IBM's culture of inclusiveness dates back to the early twentieth century and today focuses on six strands including lesbian, gay, bisexual and transgender people (LGBT), cross-generational, gender, ethnic/cultural adaptability, work-life integration and people with disabilities. • Established in by the Women's Leadership Council (WLC) in 2008, the Girls Schools' Outreach Programme aims to attract more women into IT. • Flexible working is now integral to IBM culture, not just for parents and carers but for all employees at all levels. IBM executives who work part time have been recognised in the Part Time Top 50 List for the past 3 years. • IBM TechWomen series on YouTube showcases leading women in technology roles tinyurl.com/pycvzga. • IBM CEO has championed a reverse mentoring scheme for the senior leadership team. This involves members of the SLT receiving mentoring from women, people from different cultural backgrounds, people with disabilities, LGBT and flexible workers to develop greater insight into issues and barriers that affect them. • IBM’s commitment to its gay staff is underpinned by a global diversity policy that explicitly references and bars discrimination based on sexual orientation. This policy is upheld regardless of the legislative context of the regions in which the company operates.</td>
<td>• Developing leadership. • Diversity as a business imperative. • Flexible working. • Using role models. • Transparent career progression. • Building staff networks.</td>
</tr>
</tbody>
</table>
### Company Information

Metaswitch is the world’s leading network software provider, powering the transition of communication networks into a cloud-based, software-centric, all-IP future. Founded in 1981, it now serves more than 1,000 network operators and suppliers around the world.

### Summary

- ‘Breaking bias’ sessions have been run through The Mind Gym for all managers involved in interviewing. The sessions were interactive, based on research and used specific examples to demonstrate the impact of bias in the workplace.
- Flexible working is open to all and each application is carefully considered.
- Each flexible working arrangement is reviewed after nine months so that line managers and employees can make changes if appropriate.

### Diversity and inclusion themes

- Challenging bias.
- Flexible working.
National Grid
Embedding a culture of diversity and inclusion

Company Information

National Grid is an international electricity and gas company based in the UK and Northeastern US. It plays a vital role in connecting millions of people safely, reliably and efficiently to the energy they use. In 2014, National Grid had a total of 23,909 employees.

Summary

- Line of sight framework - joins up the vision, strategic objectives and values with individuals' personal objectives.
- Data is monitored on gender and ethnicity at all levels, and disability and sexual orientation on a voluntary basis.
- Data is used to identify positive results, trends or areas of concern. All areas of the business also have a quarterly scorecard to help engage leaders and encourage them to role model inclusive behaviours.
- In terms of flexible working, the default position is ‘yes’, unless there is a strong business reason why not.
- Flexible working is supported by the Work and Life Matters employee network.

Diversity and inclusion themes

- Developing leadership.
- Diversity as business imperative.
- Measuring and monitoring.
- Flexible working.
- Sharing good practice.
- Using role models.
Company Information

Since 2002, Network Rail has run, maintained and developed Britain’s rail tracks, signalling, bridges, tunnels, level crossings, viaducts and 18 key stations. In 2013, the company employed a total of 34,000 workers.

Summary

- Network Rail has implemented a number of actions to create an inclusive culture including training over 2,000 of its leaders on inclusive leadership and unconscious bias; a five-year strategy and programme plan; and a dedicated project to increase female representation in the workforce.
- Local workstream leads were used to take responsibility for D&I actions in their area of the business.
- An inclusive leadership programme was implemented to raise awareness the impact of unconscious bias on safety and performance.
- Occupational pension schemes were reviewed to clarify the rights of civil partners.
- Six employee networks provide opportunities for peer support, reduce isolation and give people a voice to raise shared concerns.

Diversity and inclusion themes

- Developing leadership.
- Diversity as business imperative.
- Building staff networks.
- Sharing good practice.

Case studies

Network Rail
Diversity and inclusion is for everyone
Northumbrian Water Group provides water and sewerage services in Northumberland, Tyne and Wear, Durham and parts of North Yorkshire, and also supplies water to Essex and Suffolk. Overall, the company serves 4.5 million customers and employs around 3,000 people.

<table>
<thead>
<tr>
<th>Company Information</th>
<th>Summary</th>
<th>Diversity and inclusion themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northumbrian Water Group</td>
<td>Changed the language used in job adverts to attract more diverse applicants.</td>
<td>Reviewing job design.</td>
</tr>
<tr>
<td></td>
<td>Visited schools to talk about specific roles and break down gender barriers.</td>
<td>Sharing good practice.</td>
</tr>
<tr>
<td></td>
<td>Used community partners to review their recruitment process.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Training for those involved in recruitment process covering minimising bias, how to prepare a recruitment campaign effectively and objectively and avoiding prejudice and stereotyping.</td>
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<tr>
<td></td>
<td>Advertised jobs more widely to attract diverse applicants.</td>
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</table>

Case studies
### Rolls-Royce

**A joined up D&I strategy**

<table>
<thead>
<tr>
<th>Company Information</th>
<th>Summary</th>
<th>Diversity and inclusion themes</th>
</tr>
</thead>
</table>
| Rolls-Royce designs, develops, manufactures and services integrated power systems for use in the air, on land and at sea. It is one of the world’s leading producers of aero engines for large civil aircraft and corporate jets. It is the second largest provider of defence aero engines and services in the world. Rolls-Royce employs over 54,000 staff and operates in more than 50 countries. | • All business areas are required to include a D&I objective in their business plan.  
• Employee feedback on the organisational culture was gathered via focus groups.  
• The senior leader conference included a session on D&I.  
• Training as part of the Leadership in Action programme - for 450 managers and incorporated D&I, cultural intelligence, and respect at work.  
• Signatory of Industry-led 10 Steps.  
• Signatory of ‘Your Life’ – a three-year, government-led campaign to ensure young adults in the UK have the maths and science skills needed to succeed in the current competitive global economy.  
• Respect at work training to develop greater awareness of inclusive and respectful cultures, help employees to recognise acceptable and unacceptable behaviour and to develop the skills and confidence in dealing with situations of inappropriate behaviour in the workplace. | • Developing leadership.  
• Diversity as business imperative.  
• Making public commitments.  
• Responding to unacceptable behaviour.  
• Sharing good practice. |
Royal Academy of Engineering
Increasing diversity of graduate recruits
Focus on sexual orientation

<table>
<thead>
<tr>
<th>Company Information</th>
<th>Summary</th>
<th>Diversity and inclusion themes</th>
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</thead>
</table>
| The Royal Academy of Engineering (the Academy) provides leadership and promotes excellence across all fields of engineering to the benefit of society. The Academy’s activities are shaped, led and delivered by its exceptional fellowship, which represents the nation’s best practising engineers, innovators and entrepreneurs, often in leading roles across business and academia. It is based in London and employs around 75 staff. | • Project to increase the pipeline of diverse higher education students into engineering organisations.  
• Engaged a delivery partner to specifically attract and engage female and ethnic minority students and students from post-92 universities or socially disadvantaged backgrounds.  
• Two-stage engagement programme designed to be delivered between July 2015 and February 2016.  
• Both stages have been designed to increase the employability of students from the target groups. | • Diversity as business imperative.  
• Monitoring and measuring.  
• Supporting retention and development. |

| | • Focused programme of activity addressing sexual orientation in engineering.  
• Networking and discussion event in May 2014 (round 100 attendees).  
• Themes that emerged from the networking event were taken forward with targeted activities. | • Sharing good practice.  
• Building staff networks.  
• Diversity as business imperative. |
## Women’s Engineering Society

### Mentoring and supporting women

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<tr>
<th>Company Information</th>
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</table>
| The Women’s Engineering Society (WES) is a professional network of women engineers, scientists and technologists. The organisation offers support and professional guidance with three main aims: 1) To support women in achieving their potential. 2) To promote education. 3) To work with organisations to improve and sustain gender diversity and equality. | - Mentoring program to support women in STEM roles.  
- Aimed at increasing the number of supporting women to maintain their STEM careers and realise their full potential.  
- Provided access to support, training and career development opportunities. | - Supporting retention and development. |
Creating and maintaining inclusive cultures

This section of the report aims to provide you with guidance on the main activities that are involved in creating and maintaining inclusive cultures in organisations. The following areas are covered:

• Defining inclusion.
• Understanding what an inclusive culture looks like.
• Know where to start.
• Inclusive leadership.
• Developing a global perspective.
Inclusion involves all people.

Inclusion is measured by how people feel, i.e., it results in people feeling involved.

Inclusion is about the culture, environment and processes operated by an organisation.

Inclusion needs effort to be achieved: it has to be worked at to be fulfilled.

The first step in creating an inclusive organisational culture is to understand what we mean by inclusion and defining what this looks like for your organisation. There are various definitions in the literature, for example:

“The process of inclusion engages each individual and makes people feeling valued essential to the success of the organisation. Individuals function at full capacity, feel more valued, and included in the organisation’s mission. This culture shift creates higher performing organisations where motivation and morale soar.” 


Developing your organisation’s definition of inclusion and communicating this to all employees is a critical first step in the journey of developing an inclusive culture.
## Tool 2
### Understanding what an inclusive culture looks like

Research indicates that the key factors below need to be in place to foster an inclusive culture.

Take the time to understand these core features of inclusive organisations and define what each would look like in your organisation.

In terms of achieving these elements of inclusive organisations, the case studies, on pages 15-29 provide some ideas as does guidance on good practice in Appendix 2.

<table>
<thead>
<tr>
<th>Open and trusting environment</th>
<th>An open and trusting environment within which there is an absence of prejudice and discrimination; and where everyone is treated with respect and dignity and everyone feels valued.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources evenly distributed</td>
<td>A common acceptance that resources (jobs, income and access to information) are distributed equally.</td>
</tr>
<tr>
<td>Policies that support</td>
<td>Policies are in place concerning equality and human rights, working conditions, dignity at work, employee welfare and fair recruitment and procurement practices.</td>
</tr>
<tr>
<td>Diversity and inclusion as business objective</td>
<td>The establishment of diversity and inclusion as a business objective. Inclusive strategies are fully supported and promoted by senior staff.</td>
</tr>
<tr>
<td>Decision-making</td>
<td>Decision-making processes that are devolved to the lowest point possible.</td>
</tr>
<tr>
<td>Listen, encourage, participate</td>
<td>The encouragement of consultation and participation, with management listening to and acting upon what employees are saying.</td>
</tr>
<tr>
<td>Understand core values</td>
<td>An understanding of core values by all employees.</td>
</tr>
<tr>
<td>Open flow of information</td>
<td>An open flow of information throughout the whole organisation between all levels, so that business goals are communicated to everyone, and an attitude of ‘us and them’ (employees and management) is discouraged.</td>
</tr>
<tr>
<td>Innovation / creativity</td>
<td>The encouragement of innovation and creativity.</td>
</tr>
<tr>
<td>A representative workforce</td>
<td>The workforce is representative of the local community or customers (or if not, under-represented groups are encouraged to apply).</td>
</tr>
<tr>
<td>Encouragement</td>
<td>All employees are encouraged to develop and progress and any barriers faced by specific groups are identified and action taken to address them.</td>
</tr>
</tbody>
</table>

(Adapted from the EHRC[^1])

Tool 3
Know where to start

Before implementing any specific initiatives, it is important to understand your organisation's current culture and the level of inclusivity. The DLG Diversity and Inclusion Survey Report 2015 indicates that 63% of respondents have embedded diversity and inclusion within their organisation's mission and values and 75% of organisations have developed a diversity and inclusion strategy or plan.

DLG Diversity and inclusion survey template
To support engineering companies in knowing where to start, the DLG is giving all engineering companies access to the DLG Diversity and Inclusion in Engineering Survey Report 2015 and the survey template used. This will enable companies to make an internal assessment of the current position, as well as the possibility of benchmarking against other engineering companies. If an engineering company is interested in taking up the benchmarking option, an email will need to be sent to diversity@raeng.org.uk to register interest in receiving the survey when it next opens. The survey template is included as an appendix to the Diversity and Inclusion in Engineering Survey Report 2015.

Six Ps cultural analysis framework
In terms of either developing a strategy or plan, or reviewing the effectiveness of a current plan, conduct a structured review to establish what is working well. This will help create a base line against which to measure future progress as well as identifying where there is room for improvement. This will help you to develop a tailored action plan and establish priorities for building an inclusive culture and increasing diversity.

In addition to the two diagnostic tools listed above, the six P's outlined in the figure adjacent provide a framework for gathering key information, analysing the culture and processes in the organisation.

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In addition to the two diagnostic tools listed above, the six P's outlined in the figure adjacent provide a framework for gathering key information, analysing the culture and processes in the organisation.

Policies
Review all policies related to the employee life cycle, for example, recruitment and selection, training and development, performance appraisal, bullying, harassment and discrimination, flexible working, career breaks, maternity/paternity/adoption leave. Ensure all policies are kept up to date in line with current legislation, are inclusive of all employees, follow best practice and are communicated to all employees. In addition, use the DLG subgroup two – building inclusive cultures inclusion themes and the Industry-led 10 steps to guide your review of the policies:

• Providing support mechanisms for those seeking career breaks – including but not limited to maternity/demonstrate to women that you want to retain them through career breaks and beyond.
• Implementing effective guidance on how to respond to unacceptable or unhelpful behaviour in organisations.
• Implementing flexible working for all/make flexible working a reality for all.
• Implementing transparent career path/map or similar activity that supports employee progression/increase transparency of opportunities for progression.
• Reviewing/establishing job design to ensure there are no barriers to recruiting the best person securing the job/go back to basics in designing jobs.

Practice
This is about day-to-day management practice, for example, how are policies and processes applied? How inclusive are managers? To what extent do managers role model inclusive behaviours? How flexible are managers? To what extent do managers consider individuals' needs and value contributions? The DLG subgroup two inclusion themes and 10 steps are closely related to this part of the review process, for example:

• Developing leadership and a corporate culture that positions diversity as a ‘business’ as opposed to ‘HR’ imperative/treat this as we would any other issue affecting our core business.
• Communicating and advocating diversity based on good practice.
• Identifying, addressing and eliminating unconscious bias/challenging bias/ Change mindsets by challenging bias.
• Educate leaders and give them responsibility for change.
Perception
This is about employee perceptions of how inclusive the organisation’s culture is. Include data from interviews, focus groups, staff surveys, employee networks etc. You can collect broad views about what is working well in relation to diversity and inclusion and what the organisation could do to improve. In addition, consider perceptions in relation to employee processes such as promotion, career development opportunities, training, informal networks, dignity and respect etc. This will enable you to identify where improvements can be made, for example, through changes to policies and increasing transparency.

Population
Review the demographic make-up of the organisation. How representative is this of the local community, your customer base and the sector? In addition, review demographics in relation to key processes such as recruitment, promotion, performance appraisal, access to development opportunities. This will enable you to identify whether any adverse impact (i.e., a certain group of people being disadvantaged) is occurring. The most relevant DLG subgroup two inclusion themes and 10 steps for this section are:

- Using statistical information to raise awareness, measure progress and support diversity in organisations.
- Set public targets and measure progress.

Power
This is about the informal networks that exist in organisations and the extent to which these have an impact on career development or project opportunities, access to information, perceptions of performance/reputation and make people feel included or excluded.

Progress
This is about understanding where the organisation is in comparison to where it wants to be and what progress has already been made, for example, changes in demographics and staff perceptions. It can also be useful to look at benchmarks at this stage.

The DLG Diversity and Inclusion in Engineering Survey Report 2015 indicates that 78% of organisations include success measures and/or targets for diversity and/or inclusion in their strategy. These provide a good opportunity for understanding the level of progress made.

Once you have gathered information in relation to the six Ps:
- Use the information to identify your organisation’s key strengths and development areas.
- Remind yourself of what inclusive cultures look like (refer to Tool 2). What does the information you have gathered tell you about your organisation’s performance against the key factors needed for an inclusive culture?
- Understand how your results compare to what you are trying to achieve in terms of the DLG Subgroup 2 – building inclusive cultures Inclusion themes and Industry-led 10 steps.
- Create an action plan identifying key priorities. Link this to the organisation’s overall strategy or objectives.
- Engage senior leaders in the process as they will be key figures in driving action at a local level.
In terms of developing and maintaining an inclusive culture, all employees have a part to play. However, leaders in particular have a critical role to play as employees will look to the most senior levels as an indication of what is acceptable and what is the norm.

The DLG Diversity and Inclusion in Engineering Survey Report 2015 asked organisations specifically about the role that leaders play in terms of diversity and inclusion. The strong consensus was that engaging senior leaders is essential for progress on diversity and inclusion, with 63% of respondents identifying the chief executive as being overall accountable for the success of any diversity strategy. In 67% of organisations, there is also a diversity champion, and in 78% of organisations senior leaders speak publicly about the importance of diversity to the business. Indeed, communications from senior leaders are the most likely vehicle for communicating the business case (in 75% of organisations). There are still challenges for organisations in this area: 42% believe that they need more consistent and visible leadership on diversity and inclusion. But the fact that learning and development on diversity and inclusion for leaders is the second most predominant learning and development activity suggests that organisations recognise that meeting this challenge will be crucial to progress.

Important questions for organisations are therefore:

- How can we ensure that senior leaders understand why diversity and inclusion is important to our organisation?
- How can we ensure that the most senior members of our organisation are fully involved and engaged in developing out diversity strategy?
- How can senior leaders demonstrate their commitment to diversity and inclusion to the rest of the organisation?
- How can we encourage senior leaders to effectively role model inclusive leadership behaviours?

It is imperative that senior leaders have an understanding of what it means to be an inclusive leader. Business psychologists at Pearn Kandola have carried out extensive research into the key behaviours that leaders can use to create an inclusive culture. From this, they have developed the pictured leadership model which highlights three main competencies as being critical for inclusive leaders to role model:

**Culture**
Inclusive leaders proactively create a culture in which people feel they are safe to speak up and give their honest opinions and where each team member feels they have something valuable to contribute to the team. Inclusive team leaders also encourage their team members to work for and support each other.

**Relationships**
This area looks at the extent to which leaders take time to get to know each team member and value their individual contributions. Inclusive team leaders create wide, diverse networks and help their team members to do the same. Inclusive leaders also take time to support underrepresented employees.

**Decision making**
Inclusive leaders have a clear understanding of their own unconscious biases and take action to ensure these biases are not influencing the decisions they make. Inclusive leaders also take time to make decisions about people, avoiding acting on gut instinct or intuition. They are open to suggestions about different ways of doing things and are flexible in their personal style and approach.

Raise leaders’ awareness of what ‘inclusive leadership’ means, the behaviours they are required to role model and how to do this. A good starting point is to ask leaders, their direct reports and the employees who report to their direct reports (skip level reports), to provide feedback on their/their leader’s behaviour in relation to the inclusive leader behaviours. This will help leaders to understand their key inclusive leader strengths and development areas.
Developing a global perspective

Due to the large number of organisations operating in global locations, there is a need to consider the most effective way to embed diversity and inclusion across such organisations. We recommend that there is an overall vision in place for the organisation and that different regions/locations take responsibility for determining and implementing action plans at a local level. This approach helps to ensure that priorities and initiatives are tailored to the needs of individual areas and that they can drive an approach which is relevant for them.

We recommend that each region/location has a senior leader who is responsible for championing D&I actions and reports back to others. It is worth considering holding regular meetings for the D&I leaders of each region/location to share experiences, challenges, progress, advice and tips. The requirement to report back on actions also increases the likelihood that people will take action.

Some key considerations to be mindful of are:

**Legislation**
How the legislation differs in different locations and the impact of this.

**Local**
Both business and diversity and inclusion priorities at a local level.

**Communication**
How to communicate diversity and inclusion messages across the organisation, e.g. in terms of overall strategy, local strategy and action plan, successes, progress, areas of future focus and so on.

**Support**
How to support different locations.

**Celebrate**
How to celebrate the success of areas that might be at very different stages of their D&I journey.
Appendices
Engineering is vital to the wealth and wellbeing of every nation. Professional engineers and technicians fulfil important roles in society and take their responsibilities seriously. This Concordat sets out the principles of a voluntary agreement between organisations involved at the heart of the engineering profession. It seeks to ensure that the profession properly reflects the society it serves and takes action to attract engineers from increasingly diverse backgrounds into professional membership and registration. In this way the profession can capitalise on its diversity of thought, innovation and creativity.

**Objectives**

In signing this document, each party is stating that they agree to work towards achieving the following objectives:

1. Communicate commitment to equality and inclusion principles and practices.
2. Take action to increase diversity amongst those in professional engineering membership and registration.

**Scope**

The Concordat is applicable across the profession and is general in nature. It is a commitment made by engineering professional bodies and is open to adoption by organisations operating within and across the engineering profession. It is based on the premise that Professional Engineering Institutions (PEIs) and other organisations operating within and across engineering will be most effective in improving the diversity of the profession when they work in partnership to achieve common aims through cooperation.

The Concordat:

- is agreed between the signatories;
- is supported by The Royal Academy of Engineering (The Academy) in its role as lead of the Diversity in Engineering Programme, funded through the Department for Business, Innovation and Skills;
- mirrors what is currently understood as good or best practice.

It does not constitute a legally enforceable contract nor does it create any rights or obligations that are legally enforceable – it is intended to bind in honour only.
Appendix 2
Diversity and inclusion themes

DLG subgroup two - building inclusive cultures inclusion themes

The themes below were developed by subgroup of the Royal Academy of the inclusive cultures Engineering Diversity Leadership Group (DLG). They were developed at the inception of the subgroup in early 2014 with a view to understanding areas that need to be addressed in developing a diverse workforce where every individual feels valued and included.

They have been used to inform the simplified themes used to categorise the case studies in this document.

1. Developing leadership and a corporate culture that positions diversity as a ‘business’ as opposed to ‘HR’ imperative.
2. Using client procurement processes to promote diversity and inclusion – including examples from contractors/subcontractors involved in CITB BeFair Framework.
3. Using charters/public commitments by CEOs/Chairs to drive organisational performance/change.
4. Using statistical information to raise awareness, measure progress and support diversity in organisations.
5. Using role models internally and externally to models to promote opportunities for all groups to progress in organisations.
6. Providing support mechanisms for those seeking career breaks – including but not limited to maternity.
7. Communicating and advocating diversity based on good practice.
8. Identifying, addressing and eliminating unconscious bias/challenging bias.
9. Implementing effective guidance on how to respond to unacceptable or unhelpful behaviour in organisations.
10. Using internal networks for underrepresented groups to support employees and the organisation.
11. Establishing effective mentoring programmes for underrepresented groups (eg women, BME etc.).
12. Implementing flexible working for all.
13. Implementing transparent career map/path or similar activity that supports employee progression.
14. Reviewing/establishing job design to ensure there are no barriers to recruiting the best person securing the job.
Industry-led 10 Steps for sustaining women in STEM

These Steps were developed by the Campaign for Women in Science and Engineering (WISE) in consultation with engineering employers and the Royal Academy of Engineering. Since their development, engineering employers have been invited to become signatories to the 10 Steps, signalling support for sustaining the pipeline of female talent in STEM. Signatories to the 10 Steps commit to taking the following steps.

1. Understand the starting point and put plans in place to improve performance and monitor progress
   Without data, it’s almost impossible to measure progress or the lack of. It is equally important to know where you are heading. The most confident and ambitious organisations are setting public targets for the representation of women at senior and Board levels and in technical roles throughout the organisation (eg within the engineering workforce).

2. Educate leaders and give them accountability for change
   Tell people why you are doing this and how it will benefit the business. Managers may need support to lead change. Some companies run reverse mentoring programmes for senior leaders; in others companies, executives are accountable for progress on a particular aspect of diversity, or sponsor diversity networks, for instance.

3. Change mindsets by challenging bias and sexism whenever and wherever it occurs
   Many organisations are taking action to address unconscious bias at an individual level – which is a great starting point. But other types of bias need challenge too. As leaders, we will not tolerate remarks, ‘banter’ or other behaviour which shows a lack of respect for women or any other group. We will not accept all-male shortlists, to make it clear that we are serious about change.

4. Be creative in job design
   We have identified that some science, technology and engineering managers have fixed ideas about the kind of person needed to do a job – or the design of a job, or the way in which a job should be done – all based on how it’s been done in the past. This can inadvertently exclude people who do not fit a traditional profile from applying or being considered for a role. We will encourage a more open-minded, creative approach to job design from our managers to drive different outcomes.
5. Make flexible working a reality for all employees
Most organisations have flexible working policies in place, but in reality all employees do not feel able to ask to work on an agile or flexible basis, without fear of jeopardizing their career prospects. This needs to change, so that all employees (male and female) feel confident in asking for flexibility at work – and most can presume their request for flexibility will be granted.

6. Increase the transparency of opportunities for progression
Women and others not in the ‘in-group’ in an organisation may not be aware of the opportunities available for progression if they do not have access to the right networks, or a sponsor, or are unable or unwilling to invest time in the politics of self-promotion. Leaders should push for greater transparency about development opportunities, juicy projects, stretch assignments.

7. Sponsor talented women, giving them the same exposure as men and support to develop their careers
Ensure talented women – like talented men – have a senior sponsor, mentor or coach, and encourage them to talk about their experiences, inspiring others in their turn.

8. Demonstrate to women that you want to retain them through career breaks and beyond
Let talented people know you want to retain and develop them – and follow words with actions particularly for those returning from parental leave or other absences when they may be feeling exposed and uncertain about what lies ahead in their personal and professional lives.

9. Treat the retention of women as you would any other issue affecting our core business
A single action from this list will make some difference. Action on all ten points will be a game changer: Develop and agree a strategic, structured approach as you would for any other business improvement project.

10. Share learning and good practice with our industry partners
Retaining talented women in one organisation benefits the whole industry. Sustaining the pipeline of female talent in STEM won’t be resolved by Chairs and CEOs acting alone. The solution lies in companies, suppliers, communities, employees and their representatives, policy makers, regulators, individual male and female champions all playing a role in making change happen.

Visit this webpage to find out more about the 10 Steps and how to become a signatory http://tinyurl.com/ppxgmdc
Find out more
## Simplified case study diversity and inclusion themes

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Appendix 3
Good practice guidance on specific initiatives

Transparent career progression
In terms of supporting career progression, it follows best practice to make a range of development activities available to all employees. It is also important that development plans are designed to meet specific individual needs, increase performance in the current role and help to develop knowledge, skills and experience for potential future roles.

Monitoring the uptake of training and development opportunities is a good way to ensure that all employees have equal access to opportunities that are relevant to their role or development plans.

It is also an effective approach to ask leaders to be the first to participate in sessions to raise awareness and increase understanding regarding D&I and inclusive leadership. Research indicates that approximately 80 – 90% of employee behaviour is attributable to what leaders say and do. Leaders’ behaviour sets the precedent for how employees behave. Engagement is also increased when initiatives are led from the top. Therefore, any training should start with the most senior teams to help signal its importance to the rest of the organisation.

Data
In terms of monitoring, it is important to collect and analyse diversity-related data where possible. This enables organisations to identify where they are doing things well and where there are any areas of concern to be addressed. Analysing monitoring data in relation to employee processes can help organisations to identify if there are any points in these processes which may be subject to bias or adverse impact.

Data should be collected for all relevant grounds of the legislation (where permitted) and for other characteristics/factors (for example, working hours) which could potentially cause discrimination. It is also important that global organisations are aware of the relevant legislation in different countries which may restrict the collection of demographic data. Other tips related to monitoring data include:

- Make employees aware that data is being collected for the purposes of monitoring.
- Collect data in such a way that ensures confidentiality.
- Ensure data is stored confidentiality.
- Ensure data is only accessed by personnel for the purposes of monitoring.

Employee networks
Tips for organisations thinking of setting up employee networks (based on Stonewall’s Guide to Network Groups):

1. Research other employee networks to find out what has worked for them.
2. Establish the business case for a network in your organisation. This should include benefits to the business and not just employees.
3. Find a senior management sponsor who can argue your case across the organisation. Get the HR team on board as well.
4. Set out the aims of the network. These could include advising on diversity policy and practice or helping with career development for the group the network is aimed at.
5. Draw up a business plan that sets out the purpose of the group, its proposed activities and funding requirements.
6. Ensure that network coordinators have the time to make it work. Many employers give coordinators time off each month for network business.
7. Establish criteria for network membership, setting out whether the network is only open to certain employees or available to all.
8. Publicise the group internally through email and the company intranet, and externally.
9. Consult all network stakeholders regularly – members and managers – to ensure it stays relevant to the business and to employees.

Flexible Working
Legislation now states that “employees can apply for flexible working if they’ve worked continuously for the same employer for the last 26 weeks.” Furthermore, it is best practice to ensure that all employees are aware of the policy.

There are a number of benefits of flexible working to both organisations and individuals. A few are outlined below:

- Flexible workers record higher levels of job satisfaction and organizational commitment than their nonflexible counterparts.
- Flexible working has a positive impact on work satisfaction and employee wellbeing.
- Flexible working can help to reduce employee absenteeism.
- Flexible working can have a positive impact on the reduction of workplace stress.

When introducing flexible working into an organisation, it is important to understand the broad range of options that can be covered under the term ‘flexible working’. These can include:

- **Job sharing**: Two people do one job and split the hours.
- **Working from home**: Doing some or all of the work from home or anywhere else other than the normal place of work.
- **Part-time**: Working less than full-time hours (usually by working fewer days).
- **Compressed hours**: Working full-time hours but over fewer days (at Atkins, an option is 35 hours over four days).
- **Flexi-time**: The employee chooses when to start and end work (within agreed limits) but works certain core hours, for example 10am to 4pm every day.
- **Annualised hours**: The employee has to work a certain number of hours over the year but has some flexibility about when they work. There are sometimes core hours, which the employee regularly works each week, and they work the rest of their hours flexibly or when there is extra demand at work.
- **Staggered hours**: The employee has different start, finish and break times from other workers.
- **Phased retirement**: There is no longer a default retirement age, so older workers can choose when they want to retire. This means they can reduce their hours and work part time.
- **Term-time working**: A worker remains on a permanent contract but can take paid/unpaid leave during school holidays.
- **Career breaks/sabbaticals**: Extended periods of leave - normally unpaid - of up to five years or more.

These can include:

- **Covered under the term ‘flexible working’.

The diversity-orientated organisation recognises the diverse needs of employees and responds by providing a flexible approach to work utilising some or all of the approaches outlined above. Not all options will be able to be offered to all employers, but ensure that the rationale for not offering certain options is clear and not just based on the fact that it hasn’t been tried before.

**Global perspective**

Due to the large number of organisations operating in global locations, there is a need to consider the most effective way to embed diversity and inclusion across such organisations. Some key considerations to be mindful of are:

- How the legislation differs in different locations and the impact of this.
- Both business and diversity and inclusion priorities at a local level.
- How to communicate diversity and inclusion messages across the organisation, e.g. in terms of overall strategy, local strategy and action plan, successes, progress, areas of future focus and so on.
- How to support different locations.
- How to celebrate the success of areas that might be at very different stages of their D&I journey.

We recommend that there is an overall vision in place for the organisation and that different regions/locations take responsibility for determining and implementing action plans at a local level. This approach helps to ensure that priorities and initiatives are tailored to the needs of individual areas and that they can drive an approach which is relevant for them.

We recommend that each region/location has a senior leader who is responsible for championing D&I actions and reports back to others. It is worth considering holding regular meetings for the D&I leaders of each region/location to share experiences, challenges, progress, advice and tips. The requirement to report back on actions also increases the likelihood that people will take action.

**Job advertising**

Carefully considering the language used in job adverts and descriptions is a good way to increase your pool of candidates and to minimise the risk of sending signals to candidates about the demographic profile of the suitable candidate. There is certain language which indicates that a role is ‘male’, for example, ‘power, strong, leader, bold’. These are commonly held gender stereotypes relating to males. Keeping language neutral and focused on essential skills is more likely to attract a wider pool of candidates. In addition, being explicit that the organisation actively seeks diversity and will support the successful candidate in their role is likely to increase the diversity of applicants.

Advertising using a range of different publications and organisations will increase the likelihood of reaching a wider pool of potential applicants. Working with organisations that target underrepresented groups also signals to applicants that the organisation is committed to employing a diverse workforce. Research suggests that organisations that are perceived to manage diversity well are more attractive employees.

**Mentoring schemes**

Mentoring schemes are now in place in many organisations, however, results are mixed and schemes are often abandoned. To increase the likelihood of success from a mentoring scheme, it is worth considering:

- Consider how mentors and mentees will be matched. Ask mentees to state their requirements and mentors to outline what they can offer and use this information to determine the right match. When an individual is asked to mentor someone they haven’t chosen and there is little flexibility in finding a match, it can result in the feeling that this is just a procedural thing where they have to meet once a month and talk about what the mentee is interested in. A more tailored approach to matching and flexibility for both mentors and mentees to change the way they work could increase the likelihood of success.

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36 Implicit Self-Concept and Evaluative Implicit Gender Stereotypes: Self and Ingroup Share Desirable Traits, Rudman, Greenwald and McGhee (2006) psp.sagepub.com/content/27/9/1164

37 The invention of difference: The story of gender bias at work www.pearnkandola.com/inventionofdifference/
paarings is likely to minimise the likelihood of it feeling like a ‘tick-box’ exercise.

- Research has shown that people who are similar to those who occupy senior positions find it easier to secure mentors. Given the underrepresentation of certain groups in senior positions across STEM roles, it is therefore more likely that people in these groups will find it harder to find a good mentor. Consider launching mentoring schemes specifically aimed at certain groups to bridge this gap.

- Ensure that training is available for mentors. Training should cover topics such as: what is expected of them as mentors; benefits of mentoring; the boundaries; contracting and maintaining confidentiality; setting expectations; the difference between coaching and mentoring; challenging and giving feedback the mentoring process; what to do if things are not going well; and hints and tips for making the relationship a success.

**Recruitment and selection training**
Best practice and research indicates that all staff involved in recruitment and selection should receive training which covers the process, how to ensure fairness, consistency and objectivity and how to avoid bias. Using specific examples related to the recruitment process enables managers to recognise situations and have the opportunity to think through the best way to deal with this.

**Respect at work training**
In terms of respect at work training, it follows best practice guidelines to ensure that all employees are aware of what is meant by acceptable/unacceptable behaviour; bullying, harassment and discrimination. Employees should be aware of their rights and responsibilities, what to do if they have experienced unacceptable behaviour and sources of support available.

**Role of leadership**
Strong and visible commitment to D&I objectives by leaders and managers is not only critical to the success of an organisation’s D&I agenda but also has a positive impact on employee engagement. A survey by the Corporate Leadership Council in 2004, entitled _Driving Performance and Retention Through Employee Engagement_, found that managers who show a commitment to diversity get more ‘discretionary effort’ out of their teams, ie, people are willing to go the extra mile.

In terms of creating leadership for D&I, linking personal objectives to D&I and strategic objectives helps leaders and employees to be clear about what is expected of them and how this impacts on the organisation’s wider strategy. This helps to increase engagement and accountability. Measuring performance against these objectives increases the likelihood that D&I remains a priority even when workloads are high.

Furthermore, endorsement from the most senior levels indicates to employees that the organisation takes D&I seriously and is committed to embedding an inclusive culture.

Research indicates that approximately 80 - 90% of employee behaviour is attributable to what leaders say and do and it is, therefore, critical that leaders understand why inclusive leadership is important and are committed to role modelling the appropriate behaviours related to this. Leaders’ behaviour sets the precedent for how employees behave and engagement is also increased when initiatives are led from the top. Starting the roll-out of any diversity training with the most senior teams helps to signal its importance to the rest of the organisation.

Using senior leaders in the organisation as sponsors for staff networks can be an effective way of increasing the likelihood that the networks’ views are considered and that actions are taken seriously. It is essential that such sponsors are authentic supporters of their network and champion its work.

**Strategy**
Truly diversity-oriented organisations have a strong, positive mission and core values which make diversity and inclusion necessary, long-term business objectives and a responsibility of all employees. The mission and values of the organisation will provide a focus for everyone and leadership needs to have a clear idea about the future in relation to diversity and inclusion. What are the goals and aspirations? What will the organisation look and feel like? This type of vision, combined with review and evaluation can produce a gap analysis and from this priorities can be identified and strategies created.

**Supplier diversity**
Supplier diversity is an area that is important for all businesses. It means taking steps to ensure that the businesses that supply your business are inclusive and diverse. Businesses that diversify their supply chain can experience unexpected positive add-on benefits, such as new ways of looking at product development and marketing, access to new markets and an enhanced business image.

Supplier diversity also means support for equality, diversity and inclusion in other ways: for example, by ensuring that the businesses that supply your organisation follow policies that live up to your own equality, diversity and inclusion standards. Supplier diversity is about ‘leveling the playing field’. It is not about positively discriminating in favour of particular groups, but being aware of the ways in which the diversity of the business community and wider society is often not reflected in the supply chain, knowing how that can negatively affect your business and acting to counteract that exclusion.
Appendix 4

Resources

Useful organisations

**Business Disability Forum**
The Business Disability Forum builds disability-smart organisations to improve business performance by increasing confidence, accessibility, productivity and profitability
[businessdisabilityforum.org.uk](http://businessdisabilityforum.org.uk)

**Opportunity Now**
Opportunity Now is the campaign on gender diversity which aims to increase women's success at work
[opportunitynow.bitc.org.uk](http://opportunitynow.bitc.org.uk)

**Race for Opportunity**
A campaigning organisation that is committed to improving employment opportunities for ethnic minorities across the UK
[raceforopportunity.bitc.org.uk/generic-page](http://raceforopportunity.bitc.org.uk/generic-page)

**Royal Academy of Engineering**
The Royal Academy of Engineering coordinates a diversity programme to increase diversity and inclusion across the engineering profession

**Royal Society**
The Royal Society is committed to promoting diversity in UK science, technology, engineering, mathematics, and medicine by seeking to increase participation from underrepresented groups
[www.roysociety.org/about-us/diversity](http://www.roysociety.org/about-us/diversity)

**The Science, Technology, Engineering, Mathematics and Medicine (STEMM) Disability Advisory Committee**
STEMM DAC brings together the main academies, learned societies and professional bodies in science, engineering and medicine to speak with a clear authoritative voice on the inclusion of disabled people in STEMM education and employment
[www.stemdisability.org.uk](http://www.stemdisability.org.uk)

**Stonewall**
Stonewall has a long history of campaigning to achieve equality for lesbian, gay and bisexual people
[www.stonewall.org.uk](http://www.stonewall.org.uk)

**Tomorrow's Engineers**
Tomorrow's Engineers is a one stop shop for eleven to nineteen year olds and educators seeking information and resources about in engineering careers. It also runs a schools programme to help inspire the next generation of engineers
[www.tomorrowsengineers.org.uk](http://www.tomorrowsengineers.org.uk)

**Women in Science and Engineering (WISE)**
WISE inspires girls and women to study and build careers using science, technology engineering and mathematics (STEM)
[www.wisecampaign.org.uk](http://www.wisecampaign.org.uk)

**Women's Engineering Society (WES)**
WES has works to inspire women in engineering and allied sciences; promotes careers in engineering; supports companies with gender diversity; and speaks as the collective voice of women engineers
[www.wes.org.uk](http://www.wes.org.uk)

Useful reports and sources of information

**Increasing diversity and inclusion in engineering - a case study toolkit**
This is the full length version of this toolkit document which contains in-depth information on case studies.
tinyurl.com/owqukyc

**A picture of the UK scientific workforce: Interactive Chart**
The interactive chart shows career stages in academia by discipline and by gender, disability and ethnicity using Higher Education Statistics Agency (HESA) data from 2011/12
tinyurl.com/nmag77k

**Routes to Diversity & Inclusion – a toolkit to help employers recruit, retain and develop a diverse workforce**
A toolkit produced by the CIHT containing case studies and tips on implementing diversity and inclusion across the transportation sector
[www.ciht.org.uk/diversitytoolkit](http://www.ciht.org.uk/diversitytoolkit)

**Creating an inclusive Workplace**
The guide contains a range of practical ideas to help create an inclusive workplace
tinyurl.com/o9mmuhd

**Designed to Inspire**
This contains a suite of profiles and videos of black and minority ethnic engineering role models development by the Royal Academy of Engineering in partnership with Tomorrow's Engineers
tinyurl.com/qeqaq8r
[www.tomorrowsengineers.org.uk/inspire](http://www.tomorrowsengineers.org.uk/inspire)

**Equality Act 2010 – Acas Guidance**
Gives employer guidance on interpreting and implementing equality legislation

**Engineering UK 2015 - the state of engineering**
Annual statistics relating to the supply of engineering skills
[www.engineeringuk.com](http://www.engineeringuk.com)

**Engineering Work Experience: An employer’s guide**
Produce by the Inspiring the Next Generation subgroup of the Royal Academy of Engineering Diversity Leadership Group (DLG), this booklets gives employers guidance in setting up work experience to engage a wider and more diverse cohort of students
[www.tomorrowsengineers.org.uk/View/?con_id=789](http://www.tomorrowsengineers.org.uk/View/?con_id=789)
Fact Sheet: Ethnic Minorities in the STEM Sector
The factsheet produced by Race for Opportunity (RfO) gives an insight to the choices made by our BAME STEM students by subject, location and gender as well as a preview of the secondary school pipeline.
tinyurl.com/nmkjv5h

Getting Girls into Engineering: A practical guide
This London Engineering Project guide, from the Royal Academy of Engineering, describes efforts to attract more girls to engineering as a choice of subject for study and as a career.
tinyurl.com/q68txkg

Global Diversity and Inclusion: Fostering Innovation through a Diverse Workforce.
Fostering Innovation Through a Diverse Workforce is based on an exclusive survey of 321 executives at large global enterprises ($500 million-plus in annual revenues). All respondents had direct responsibility or oversight for their companies' diversity and inclusion programmes.
www.forbes.com/forbesinsights/innovation_diversity

Guidance on handling requests for flexible working
Gives access to the Acas code of practice for handling requests for flexible working.
www.gov.uk/flexible-working/overview

How many engineers does it take to make a tin of baked beans?
This widely circulated booklet uses profiles of engineers from a range of different backgrounds to highlight many engineering careers.
www.tomorrowsengineers.org.uk/inspire

Improving Diversity in STEM
A report produced by the Campaign for Science and Engineering (CaSE) in 2014 which brings together data and research from the last five years to build a picture of the current state of diversity in STEM, from education to the workforce.
sciencecampaign.org.uk/?p=14146

Journeys into Diversity: A roadmap for organisations
Produced by UKRC WISE to support the implementation of diversity and inclusion across STEM organisations.
tinyurl.com/py4mfqc

LGBT Survey: E&T hears from the engineering industry
A report on the experiences of E&T's LGBT engineering engineers working within the industry.
eandt.theiet.org/magazine/2014/07/never-good-to-carry-secrets.cfm

Making it real: LGBT inclusion at EY - A practical guide for advancing lesbian, gay, bisexual and transgender diversity and inclusion across global companies.
tinyurl.com/ns4v3h

Not for people like me - Under-represented groups in science, technology and engineering
A summary of the evidence: the facts, the fiction and what we should do next.
tinyurl.com/ozsfkib

Research report 6: Procurement and supplier diversity in the 2012 Olympics
This research was commissioned by the Equality and Human Rights Commission (EHRC) to explore whether the Olympic Delivery Authority's (ODA) procurement policies and practices are benefiting businesses in the five host boroughs of the London 2012 Olympic Games with a particular emphasis on businesses owned by ethnic minority groups, women, and disabled people.
tinyurl.com/qdrezdq

Royal Academy of Engineering Diversity Resources
This bank of useful resources has been developed to support organisations working to promote diversity across the engineering profession and beyond.
raeng.org.uk/policy/diversity-in-engineering/resources

Statistics on Women in Engineering
Produced by Women in Science and Engineering (WISE) the statistics give an overview of the participation of women in STEM occupations.
hhttps://www.wisecampaign.org.uk/resources

Stemming the Tide: Why Women Leave Engineering.
Funded by the National Science Foundation (NSF), to investigate women engineers' experiences in technical workplaces. The study, Stemming the Tide, reveals some of the challenges that women in engineering have to confront in their careers.
tinyurl.com/ps6gr4v

The business case for equality and diversity: a survey of the academic literature.
Looks at the evidence for the business case for equality and diversity in private sector organisations.
tinyurl.com/a2ofoowo

The Hidden Engineers
A report based in a survey of minority engineers conducted by the Institution of Chemical Engineers.
www.interengineeringlgbt.com

University Technical Colleges: Opening up opportunities for girls
Provides practical guidance to increase the participation of girls in STEM education activities.
tinyurl.com/nr7lesh
Appendix 5
Key facts and business case references


Royal Academy of Engineering
As the UK’s national academy for engineering, we bring together the most successful and talented engineers from across the engineering sectors for a shared purpose: to advance and promote excellence in engineering.

We have four strategic challenges:

Drive faster and more balanced economic growth
To improve the capacity of UK entrepreneurs and enterprises to create innovative products and services, increase wealth and employment and rebalance the economy in favour of productive industry.

Foster better education and skills
To create a system of engineering education and training that satisfies the aspirations of young people while delivering the high-calibre engineers and technicians that businesses need.

Lead the profession
To harness the collective expertise, energy and capacity of the engineering profession to enhance the UK’s economic and social development.

Promote engineering at the heart of society
To improve public understanding of engineering, increase awareness of how engineering impacts on lives and increase public recognition for our most talented engineers.