



Social Mobility  
Commission

# Masterclass: Leadership & Culture

Inclusion is not just led by leaders –  
it is owned and driven by all

3:00pm – 4:30pm 16 September 2020

# Introduction

**Leadership & culture takes your diversity and inclusion beyond an HR story. It becomes a value that occupies the minds of senior management and shapes the future success of your business.**

**It's where leaders own the significant importance of diversity, tell their stories, share success and lead by example with their behaviours and mindset.**

**It's about creating a strong foundation of D&I practices that aren't just driven by HR.**

**Weaving inclusion across all aspects of your organisation so diverse talent can thrive and be the catalyst for diverse thinking and future competitive advantage.**

We know you are keen to enhance your culture, and gain leadership support to help drive your interactions within the social mobility space. So this pack, developed in conjunction with insights from our Leadership & Culture Masterclass, is geared towards helping you create paths of opportunity.

It contains a:

- Review checklist
- Grant Thornton case study

You can find more information on our [website](#) and blog.

# Your leadership and culture review and refine checklist (1/4)

This document has been designed using the ideas that were generated in our collaborative workshop. It will enable you to review and refine your culture and focus on next steps. We would recommend that it be used alongside any internal documents you may have already in place.

Area	Recommendation	Current Status			Next Steps	Due Date
		Nothing/Not something you currently do	Do something in this space but limited	Actively do this		
LEADERSHIP	<b>Develop a clear vision for your I&amp;D agenda</b> Do you have a I&D agenda? Do you have a clear understanding of what you want to achieve within the social mobility space? How is social mobility represented within this agenda?					
	<b>Build strong leadership to model your organisational culture</b> Who in your business drives this agenda at board level?					
	<b>Senior role models</b> How do you use your senior leaders to tell their stories? How can they inspire others? Do they show their vulnerability? Do you use multiple communication channels to share these stories? Do you have a regular line-up of stories?					
	<b>Educate senior leaders to get buy-in</b> Have you tried to educate senior leaders in a different way about lower socio-economic (LSE) diversity – i.e. introduce them to an apprentice or expose them to issues in a local area? Have you presented case studies from other businesses to senior leaders to show them the benefits of improving diversity of talent? Do you talk about diversity of thought to your leaders? Do your leaders support other protected characteristics? Do you talk about why a LSE background would be any different?					

# Your leadership and culture review and refine checklist (2/4)

This document has been designed using the ideas that were generated in our collaborative workshop. It will enable you to review and refine your culture and focus on next steps. We would recommend that it be used alongside any internal documents you may have already in place.

Area	Recommendation	Current Status			Next Steps	Due Date
		Nothing/Not something you currently do	Do something in this space but limited	Actively do this		
LEADERSHIP	<b>Role of managers</b> Do you co-create your organisational culture and I&D approach with your managers? What is their understanding of the need for diversity in LSE employees? How do they help drive the message from senior leaders? How do you work with them to embed a culture change in their teams? Does diversity and inclusion link to their performance? Do your managers have to demonstrate how they demonstrated an inclusive approach during their interview? Or performance review?					
	<b>Wider ecosystem connections</b> Do your leaders see the connection between your employees and reflecting your customers/clients? Consumers are watching organisations responses to COVID-19 impacts (e.g. greater impact on those from LSE background) - what is your organisation doing? Do you have procurement guidelines in place related to suppliers and their I&D practices (ethical sourcing)?					

# Your leadership and culture review and refine checklist (3/4)

Area	Recommendation	Current Status			Action	Due Date
CULTURE	<b>Building an understanding of inclusivity</b> Do your employees understand what inclusion and diversity is? Do your employees understand why inclusion matters? Do your employees understand the term intersectionality? What learning do you provide to enable your employees to understand diversity and inclusion? Do your employees understand what barriers/blockers/behaviours someone from a LSE background might face? Can employees recognise what advantages/behaviours someone from a more affluent background might have? Do opportunities come to those who network in your organisation more than those who perform? (NB: individuals from LSE background are less likely to network)					
	<b>Creating a culture of inclusivity</b> Do you recognise and encourage behaviours which 'normalise' the conversation about diversity? Do you co-create your interventions with employees from diverse backgrounds across the business? Do you offer support programmes for individuals from a LSEB e.g. reverse mentoring/career coaches? Do you have an active social mobility network to drive understanding across the organisation? What do you do with individuals who demonstrate behaviours that harm or undermine inclusion? How do you support people in your organisation to show up as their full selves? What does your organisation do to celebrate your employees' differences?					

# Your leadership and culture review and refine checklist (4/4)

Area	Recommendation	Current Status			Action	Due Date
OTHER AREAS	<b>Policy/KPIs</b> Do you have mandatory training which covers inclusion and diversity? How do your policies reflect your vision in the I& D space?					
	<b>Collect data to inform your strategy</b> Do you collect data for individuals from a LSE background at entry point? Do you further track individuals from a LSE background through your business either in static surveys or through your HR system ? Are you able to collect data as part of regulatory questionnaires? Do you collect data at exit interviews to understand whether internal culture and leadership is impacting exits?					
	<b>Measure your impact</b> Do you evaluate the impact of your interventions to improve inclusion and diversity? Do leaders and managers have dashboards so they understand the diversity of their teams...and the progression etc of individuals? What data do you need to measure your impact? Have you put together targets for your individuals from LSE backgrounds?					
	<b>Use research</b> What research do you use to help form opinions and decisions? Do you use research and data to inform a business case should senior leaders push back?					

# Your leadership and culture review and refine checklist – next steps

Now that you have had time to reflect on your current leadership and culture, what are your next steps?

Follow up questions	Answers	Due Date
How many did you get in each area; red/amber/green?		
What are your quick wins?		
Who do you need to speak with in your organisation about each area?		
Who are the decision makers to help you make this change?		
What will your project plan look like?		

Welcome to the community and enjoy driving a change in this space!

# Glossary of terms

## Socio-economic background

- ‘Socio-economic background’ is the term to refer to the particular set of social and economic circumstances that an individual has come from. It permits objective discussion of the influence of these circumstances on individuals’ educational and career trajectories; and it can be objectively measured by capturing information on parental occupation and level of education.

## Social class

- Class can be a loaded term. Class encompasses a range of socio-cultural and geographical factors. Objective measures of assessing family income may not necessarily match up with individuals’ perceptions of their social class status, and individuals may feel less comfortable talking about social class. However, class can invoke a range of tacit assumptions and practices, from how to dress and talk to food choices and hobbies, and using it can expose the negative ways that these assumptions affect attitudes and behaviours. In this toolkit, we use the National Statistics Socio-economic Classification groupings. Those from ‘professional’ backgrounds are from managerial and professional backgrounds. Examples include: CEOs, senior police officers, doctors, journalists, barristers, solicitors, teachers and nurses. Those from ‘working class’ backgrounds are from routine and manual occupations. Examples include: receptionists, electricians, plumbers, butchers and van drivers.

## Social mobility

- Social mobility is the link between an individual’s income and occupation and the income and occupation of their parents. It is about where people end up in comparison to their parents or relative to their peers. It is widely adopted as a way of describing the importance of creating opportunities for individuals from lower socio-economic backgrounds to enable them to become more economically successful.

## Diversity

- This term captures the importance of recognising and valuing difference among individuals, along the lines of gender, ethnicity, socio-economic background, sexual orientation, age, and disability, for example. It generally refers to increasing the representation of groups that are under-represented in organisations. It must however be understood alongside ‘inclusion’. Diversity in and of itself does not result in an inclusive environment.

## Inclusion

- This is the meaningful achievement of diversity. This involves creating the conditions to ensure individuals from diverse backgrounds are valued and treated equally, feel empowered and are able to progress.

## Intersectionality

- Individuals do not experience their diversity characteristics in isolation: these characteristics overlap and collide to compound the experience of inequality. For example, patterns of progression in the firm will vary not only by gender, ethnicity or socio-economic background, but by combinations of all three. Policy and practice need to recognise the convergence of factors and respond accordingly.



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# Case study

# Presenters

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**Jenn Barnett**  
Head of Inclusion,  
Diversity & Wellbeing

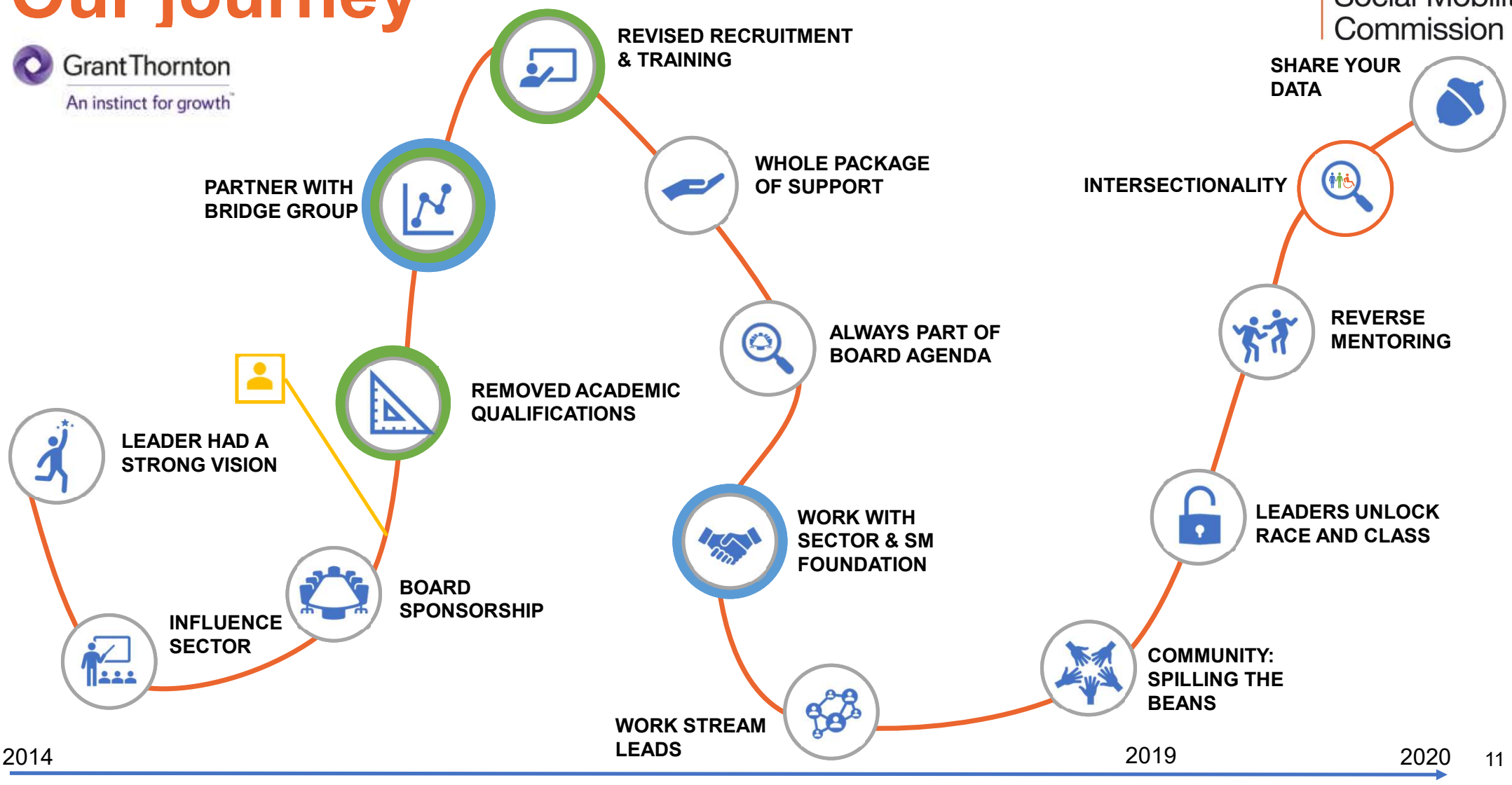


**Katie Nightingale**  
People Consulting  
Manager

# Our journey



- Partnerships
- Social Responsibility Team
- Data helped inform decisions



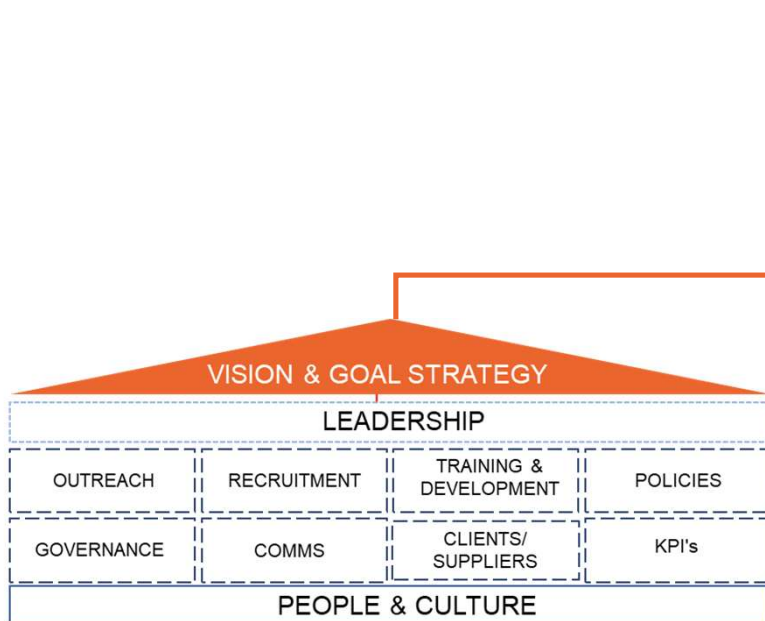
# But we have still more to do...

By 2023 we aim to be the best firm at valuing diversity through everyday inclusion.



- **Leadership** – getting involved – taking responsibility for their own data etc
- **Involvement** – diversity is the responsibility of everyone – allies co-building solutions
- **Engagement** – active networking – inclusion at every level

# We need to consider reflections and decision points throughout our organisation.....



- **Organisational systemic bias** – understanding inclusion at decision and reflection points
- **Building inclusive teams** – inclusion is a choice
- **Individual learning** – supporting individuals to make informed decisions

# And this continual vision will be led by great leaders...

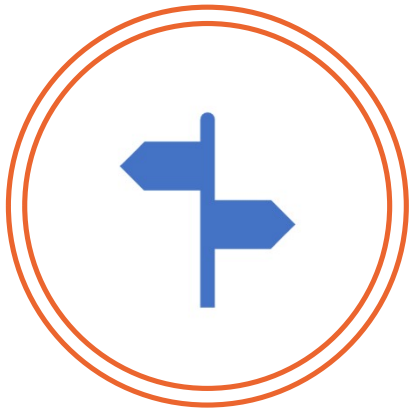
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- Our CEO, David Dunckley, is **accountable** and **committed** to an **inclusive** and **diverse** work environment
- He has a **committed team working** with him to implement the strategy
- We have **Board sponsors** for all areas of diversity



# Lessons along the way

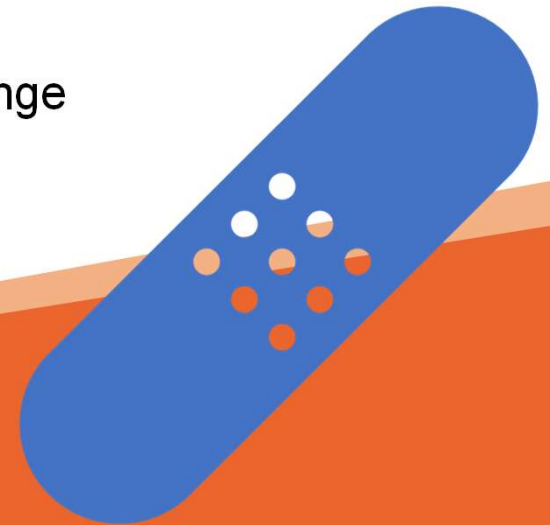


**Inclusion isn't just the responsibility of leaders** – it's the responsibility of everyone

**Progressing social mobility** isn't just about recruitment

**Importance of data** – pinpoint areas of intervention to make sustainable change happen

**Hold your nerve** – take courage to make a change





# If all you do is .....

Some things that work for us



**This is a business strategy** – needs to be owned by the CEO or someone with a direct line to the CEO

**Get leaders involved** – need people to disclose – this only happens if have the trust with your leaders. Leaders need to be human

**Normalise the conversation** – get people to tell stories visibly and publicly

**Get lots of people involved** – the momentum happens when people get involved

**Use your data** – if you can see what is happening you can target the change

**Annual disclosure document** – everyone fills this out – social mobility is important

**Don't need a huge budget** – start, prove a concept so the value can be seen...it goes from there

## .... Inclusion is a choice