Masterclass: Progression
Inclusion that catapults people and business success

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Introduction

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Having a great progression strategy in your socio-economic diversity and inclusion strategy is about looking beneath the surface to discover and harness talents that could benefit your company in the long run.

- It's also about removing barriers and blockers, and highlighting normalised behaviours so that everyone has an opportunity to achieve their potential.
- It's about having policies and procedures that support all and hold individuals to account.
- It's about development programmes through different channels that encourage difference of thought and perspective.
- It's about providing opportunities for individuals to use their strengths and promoting accelerator roles to all.

Ultimately, it's about enabling diversity and inclusion.

From the conversations during the masterclass we know this is a challenging topic for you. So this pack, developed in conjunction with insights from our progression masterclass, is geared towards helping you create paths of opportunity for all staff.

It contains a:
- Review checklist
- Ministry of Justice case study

You can find more information on our website and blog

Your progression and refine checklist (1/3)

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

Area	Recommendation	Nothing/Not something you currently do (red) Do something in this space but limited (amber) Actively do this (green)	Current Status			Next Steps	Due Date
LEADERSHIP & CULTURE	**Develop a clear vision for your D&I strategy** Do you build progression into your D&I strategy? Do you use data to help inform your progression strategy?						
	Strong leadership and management driving your D&I strategy Do you have strong and vocal leaders talking about the social mobility agenda? Do you equip managers with the skills to normalise conversations about socio-economic background? Do you work with your managers on the D&I agenda? Are they involved with co-creating progression interventions? Do your managers understand and promote progression pathways?						
	Educate senior leaders to get buy-in Do your leaders understand the barriers to progression for different marginalised groups, and the embedded cultures that 'tilt' the norm to some groups over others? Have you presented case studies from other businesses to senior leaders to show them the benefits of improving diversity in the progression of staff? Do your leaders support people with an intersectional approach?						
	Cultural questions Do you understand the 'unwritten' behavioural codes of your organisation? Do you actively address these to ensure that there is equality in progression? How do you encourage individuals to bring their full selves to work? What does your organisation do to celebrate your employees' differences?						

Your progression review and refine checklist (2/3)

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Area	Recommendation	Current Status			Action	Due Date
		🟥	🟨	🟩		
WORKFORCE	**Business as usual** Do you monitor standard HR practices (e.g. monthly 1:1s)? Do your performance processes enable individuals to demonstrate the strength of their differences? Are there steps for individuals from junior or low skilled roles to progress up incrementally? Are managers asked to demonstrate their history of inclusivity when applying for promotion?					
	Interventions Do you offer a full suite of training programmes to support progression? Have you identified 'accelerator roles' that springboard individuals' careers (e.g. roles that give access to senior management or high profile clients)? Are these roles advertised for all to apply? Do you clearly define skills required to progress from one job to another, recognising that ambiguous promotions often favour those from the dominant culture? Do you actively educate individuals about 'careers' & apprenticeships rather than 'jobs'? Do you ensure this is communicated to all? Do you offer support programmes for individuals from lower socio-economic backgrounds (e.g. reverse mentoring/career coaches/sponsorship)? Do you have an active social mobility network to drive understanding across the organisation? Is the social mobility network involved in the co-creation of progression interventions?					

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Your progression review and refine checklist (3/3)

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Area	Recommendation	Current Status			Action	Due Date
		🟥	🟨	🟩		
ENABLERS	**Data** Do you collect socio-economic data from applicants <u>and</u> your workforce? Do you record and evaluate the take up of training and apprenticeships based on socio-economic background? Do you use this data to help inform your decisions about the rate of progression? Do you use this data to help inform you about performance outcomes? Do you use this data to help inform your pay grades? Do you use this data to help inform your decisions about pay and reward? Do you share data internally with clear commitments to how you will tackle any disparities?					
	Policies and processes Do your job roles provide information about required skills? Do you provide incremental responsibilities on the job to enable individuals from the front line to develop up to management levels? Do you have clear career pathways? Do you communicate these effectively? Do you build in flexible working arrangements? Do you have a fair succession policy? Do you have a fair anti-discrimination policy, which includes an understanding of micro-aggressions, behavioural conduct etc? Do you have KPIs for managers based on the socio-economic diversity and inclusion of their teams?					

Your progression review and refine checklist – next steps

Now that you have had time to reflect on your current progression strategy, 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!

Ministry of Justice Case Study

Presenters

Drew Morris
Chief of Staff
MoJ Departmental
Operations Centre

Eddie Fletcher
Social Mobility Lead

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Our story

MoJ's work on social mobility has developed through three stages....
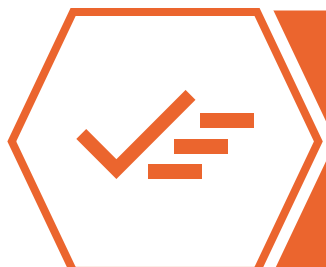
............with this our aim is to

learning about and **building awareness** of the issues

planning and **engagement** with experts

delivery of a programme of activity to promote greater socio-economic diversity and inclusivity across the department

Reflect the society we serve, Recruit based on **merit** and **potential, not polish**; on **capability not cultural capital**

Empower our **socio-economic** diverse workforce, to use their **broad perspectives** to **solve problems** differently in our **rapidly-changing** world
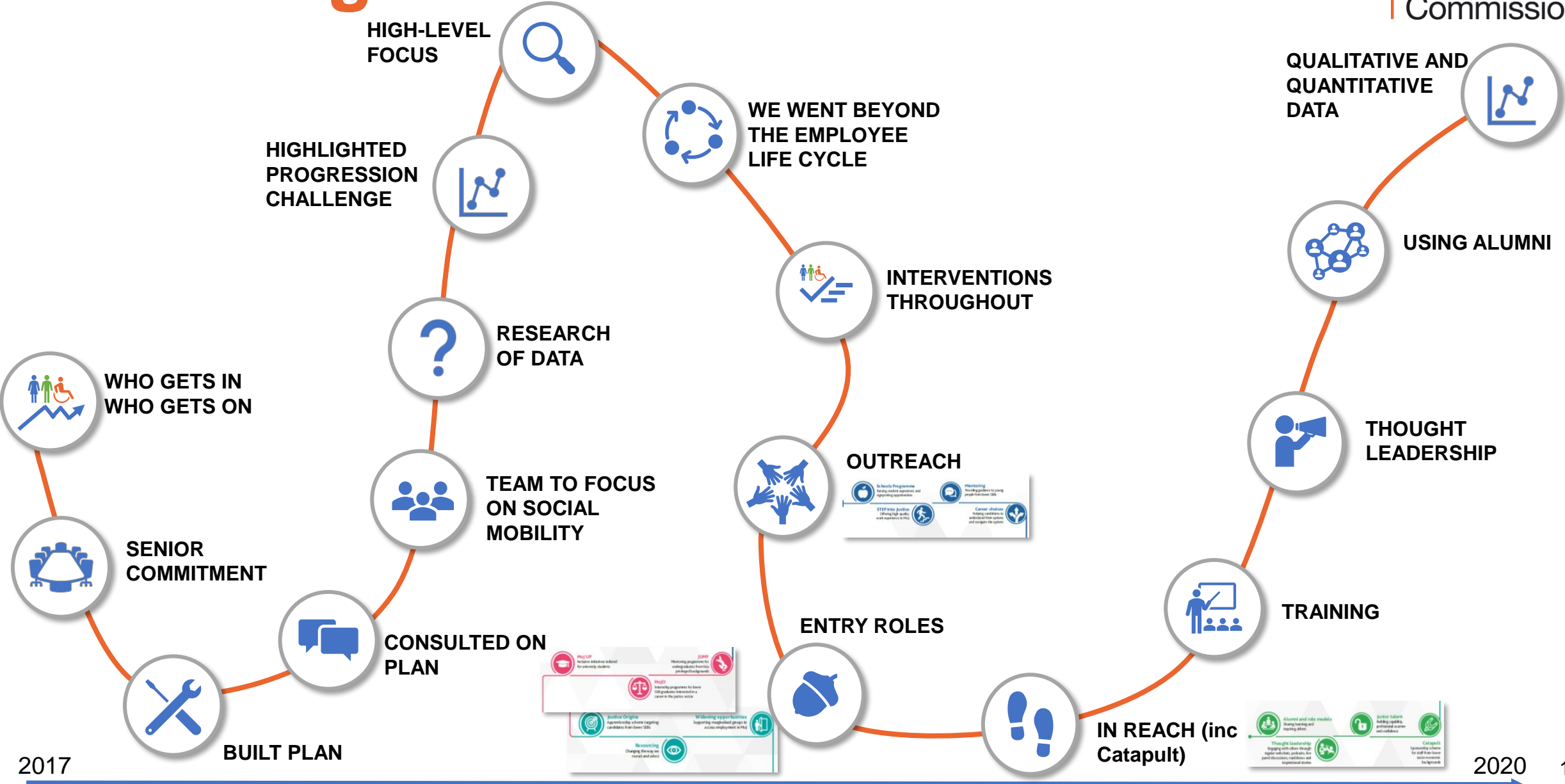
Use our learning to **inform** and **inspire** other organisations

How we got there

HIGH-LEVEL FOCUS

WE WENT BEYOND THE EMPLOYEE LIFE CYCLE

QUALITATIVE AND QUANTITATIVE DATA

HIGHLIGHTED PROGRESSION CHALLENGE

USING ALUMNI

INTERVENTIONS THROUGHOUT

RESEARCH OF DATA

WHO GETS IN WHO GETS ON

THOUGHT LEADERSHIP

TEAM TO FOCUS ON SOCIAL MOBILITY

OUTREACH

SENIOR COMMITMENT

ENTRY ROLES

TRAINING

CONSULTED ON PLAN

IN REACH (inc Catapult)

BUILT PLAN

2017

2020

10

Our continued commitment

Our three-year vision is to **weave social mobility into the fabric of the organisation**, **transforming our culture** and linking key people processes with a commitment to **attracting, recruiting and developing a diverse population of talented staff**. By 2022, we will have achieved our ambition in four key areas.
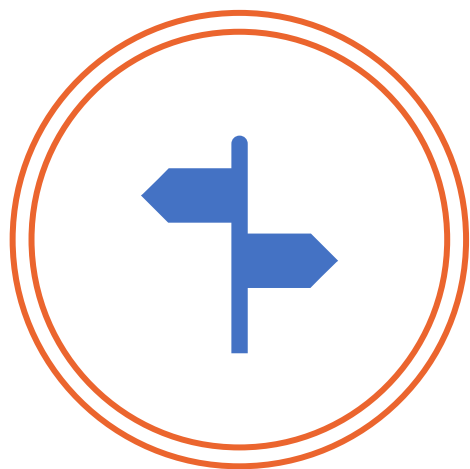
- Linking outreach to our talent pipeline

- Changing mindsets alongside processes

- Data-driven approach

- Playing a leading role in the UK social mobility movement

Lessons along the way

- **Leadership support** – a critical thing – without this it will be a difficult journey ahead

- **Building something from scratch is tough** – learn from others, share, collaborate

- **Resilience –** you will have setbacks along the way, have conviction

- **The data conundrum** – it supports your business case, it will sign post you to where to dig deeper. It is **not** the answer, it is **part of it**

- **Not everyone understands** – don't assume – need to engage people on the subject matter

- **Perceptions of risks to other employment groups** - be clear about the power of intersectionality and diversity

- **Participants' expectations** – be clear on outcomes

If all you do is ……

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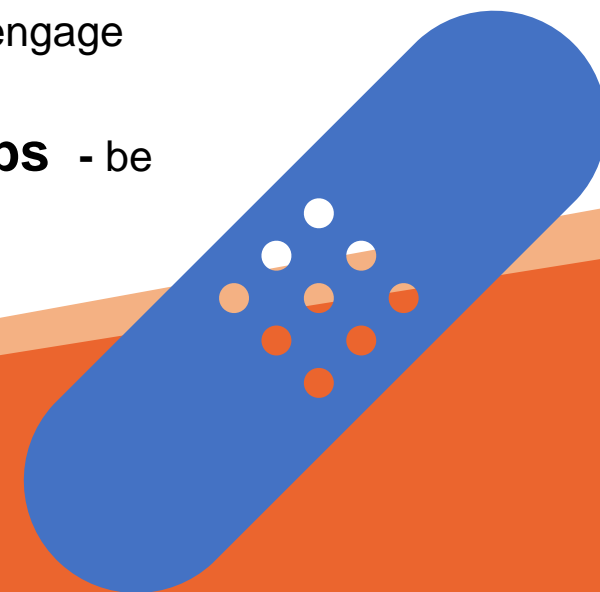
LEADERSHIP & CULTURE

- Appoint a senior social mobility sponsor
- Present the business case to senior leaders and the board
- Build an army of social mobility activists
- Encourage and empower managers at all levels

WORKFORCE

- Design interventions at crucial points in employment life cycle
- Use story telling
- Build in incremental progression opportunities for frontline staff

ENABLERS

- The right mindset
- Role modelling behaviours
- Link to values /ethos/culture
- Use data and have a plan with KPIs
- Great communication

WIDER ECOSYSTEM

- Share and collaborate
- Seek expertise across sector boundaries

Ministry of Justice

….it can make a difference

Glossary of terms

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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.