Creating Competitive Advantage Through Workforce Diversity
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Organizations identify diversity and inclusion (D&I) as a critical issue to address.

DIVERSITY AND INCLUSION: A TOP PRIORITY ACROSS ORGANIZATIONS

Changing Focus on Leveraging Diversity for Business Goals Over Next Three Years
Percentage of Executives

- 2% Don’t Know
- 78% More Focus
- 20% Less Focus

n = 321.

Executive Support for Diversity Initiatives
Percentage of Organizations

- 9% Weak
- 17% Neutral
- 77% Strong

n = 79.

Definitions

Diversity (n.): “The collective mixture of differences and similarities that includes, for example, individual and organizational characteristics, values, beliefs, experiences, backgrounds, preferences, and behaviors”

Inclusion (n.): “The achievement of a work environment, in which all individuals are treated fairly and respectfully, have equal access to opportunities and resources and can contribute fully to the organization’s success”

Human Resources

“Our balance of male and female employees and our mix of talent is one of the keys to L’Oréal’s success.”

Jean-Claude Le Grand
Human Resources Director, Consumer Products and Corporate Diversity Director
L’Oréal

Board of Directors

“Our commitment to diversity has become increasingly important as the marketplace has changed.”

John W. Rowe, MD
Executive Chairman
Aetna

Chief Executive Officer

“It is diversity and inclusion that is differentiating us as an organization and establishing our competitive advantage in the marketplace.”

George Chavel
President and Chief Executive Officer
Sodexo

Note: Totals may not add up to 100% due to rounding.

EXTERNAL PRESSURE TO IMPROVE DIVERSITY AND INCLUSION

1. Legislation
Sample Countries Legislating Diversity and Inclusion (Year of Recent Legislation)

<table>
<thead>
<tr>
<th>Country</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albania</td>
<td>2010</td>
</tr>
<tr>
<td>Australia</td>
<td>2011</td>
</tr>
<tr>
<td>Belgium</td>
<td>2012, Proposed</td>
</tr>
<tr>
<td>Bolivia</td>
<td>2010</td>
</tr>
<tr>
<td>Canada</td>
<td>1995</td>
</tr>
<tr>
<td>France</td>
<td>2011</td>
</tr>
<tr>
<td>Germany</td>
<td>2012, Proposed</td>
</tr>
<tr>
<td>Great Britain</td>
<td>2011</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>2012, Proposed</td>
</tr>
<tr>
<td>Italy</td>
<td>2011</td>
</tr>
<tr>
<td>Netherlands</td>
<td>2012, Proposed</td>
</tr>
<tr>
<td>Norway</td>
<td>2003</td>
</tr>
</tbody>
</table>

2. Stakeholder Demands

Customers

“Whether you are buying a cup of coffee or renovating your home, by supporting businesses that support workplace equality you send a powerful message that LGBT inclusion is good for the bottom line.”

Human Rights Campaign’s Buyer’s Guide

3. Changing Demographics

Change in the Labor Force, APAC
By Age and Gender Between 2007 and 2013; in Years

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-24</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>25-34</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>35-44</td>
<td>8%</td>
<td>2%</td>
</tr>
<tr>
<td>45-54</td>
<td>15%</td>
<td>8%</td>
</tr>
<tr>
<td>55-59</td>
<td>10%</td>
<td>4%</td>
</tr>
<tr>
<td>60-64</td>
<td>6%</td>
<td>25%</td>
</tr>
<tr>
<td>65 and Over</td>
<td>24%</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>15%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Increase in Minorities in the Labor Force, United States
Percentage of Minorities in Labor Force in 2011 and 2030

<table>
<thead>
<tr>
<th>Year</th>
<th>Minority Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>33%</td>
</tr>
<tr>
<td>2030</td>
<td>43%</td>
</tr>
</tbody>
</table>

Change in General Population, EU-27
By Age Groups Between 2010 and 2060

<table>
<thead>
<tr>
<th>Age Group</th>
<th>2010</th>
<th>2060</th>
</tr>
</thead>
<tbody>
<tr>
<td>65+</td>
<td>17%</td>
<td>30%</td>
</tr>
<tr>
<td>15-64</td>
<td>67%</td>
<td>56%</td>
</tr>
<tr>
<td>0-14</td>
<td>16%</td>
<td>14%</td>
</tr>
</tbody>
</table>

Sources:
DIVERSE AND INCLUSIVE WORKFORCES DRIVE 
EMPLOYEE PRODUCTIVITY AND RETENTION

D&I Impact on Employee Discretionary Effort and Intent to Stay

Organizations can reap substantial benefits by building a diverse workforce and creating an inclusive work environment.

1 “Diverse workforce” is defined by the extent to which employees agree that “Diversity is well represented in my organization.”
2 “Inclusive workforce” is defined by the extent to which employees agree that “Divergent perspectives are valued in my organization.”

D&I ALSO DRIVE TEAM COLLABORATION AND COMMITMENT

D&I Impact on Team Processes and Outcomes

Organizations can drive positive team processes and outcomes by building a diverse workforce and creating an inclusive work environment.

1 “Diverse workforce” is defined by the extent to which employees agree that “Diversity is well represented in my organization.”

2 “Inclusive workforce” is defined by the extent to which employees agree that “Divergent perspectives are valued in my organization.”

Organizations use a wide variety of approaches to improve D&I, and many plan to increase D&I budgets.

**ORGANIZATIONS CONTINUE TO INVEST IN A VARIETY OF D&I EFFORTS**

### 2012 Changes to D&I Budgets

**Percentage of Organizations**

- **18%** Decrease Compared to 2011
- **25%** Increase Compared to 2011
- **57%** Stay Same Compared to 2011

n = 28.

### “My Organization Has Policies and Programs That Promote Diversity in the Workplace”

**Percentage of Employees**

- India: 74%
- Philippines: 66%
- United States: 64%
- United Kingdom: 63%
- South Africa: 61%
- Canada: 60%
- Australia: 57%
- Malaysia: 56%
- New Zealand: 52%
- Singapore: 49%

n = 9,377.

Most employees believe their organization is ineffective at diversity and inclusion, however, few organizations have created highly diverse and inclusive workforces.

Most organizations remain ineffective at building a diverse and inclusive workforce.

Organizational Effectiveness at Diversity¹ and Inclusion²

Percentage of Employees by Country

<table>
<thead>
<tr>
<th>Country</th>
<th>Diversity</th>
<th>Inclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>51%</td>
<td>48%</td>
</tr>
<tr>
<td>Canada</td>
<td>45%</td>
<td>45%</td>
</tr>
<tr>
<td>United States</td>
<td>44%</td>
<td>37%</td>
</tr>
<tr>
<td>Australia</td>
<td>44%</td>
<td>39%</td>
</tr>
<tr>
<td>New Zealand</td>
<td>44%</td>
<td>37%</td>
</tr>
<tr>
<td>South Africa</td>
<td>43%</td>
<td>42%</td>
</tr>
<tr>
<td>Philippines</td>
<td>45%</td>
<td>39%</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>29%</td>
<td>28%</td>
</tr>
<tr>
<td>Singapore</td>
<td>28%</td>
<td>28%</td>
</tr>
<tr>
<td>Malaysia</td>
<td>31%</td>
<td>29%</td>
</tr>
</tbody>
</table>

n = 9,377.

¹ Organizational diversity is measured by the extent to which employees agree or strongly agree that diversity is well represented in their organization.

² Organizational inclusion is measured by the extent to which employees agree or strongly agree that divergent perspectives are valued in their organization.

HR executives across geographies and industries face shared challenges in building a diverse and inclusive workforce.

- CLC Human Resources interviewed HR executives at 84 organizations across geographies and industries about their diversity and inclusion challenges.

**HR EXECUTIVES’ D&I QUESTIONS**

1. How do we equitably hold leaders accountable for improving diversity and inclusion, given the differing cultural, legislative, and market situations in which they operate?

2. How do we attract candidates to our organizations from the small and highly competitive pool of diverse talent?

3. How do we ensure that new people managers are most likely to foster an inclusive working environment?

4. How do we change workplace behaviors to allow all employees to contribute to their fullest potential?

5. How do we increase the number of diverse employees in the leadership pipeline?
## Creating Competitive Advantage Through Workforce Diversity

<table>
<thead>
<tr>
<th>I Define Relevant Diversity and Inclusion Objectives</th>
<th>II Build a Diverse and Inclusive Workforce</th>
<th>III Create a Diverse Leadership Pipeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Imperative 1:</strong> Enable Regional Ownership to Address Organization-Wide D&amp;I Challenges</td>
<td><strong>Imperative 3:</strong> Use Trusted Sources to Expand the Pool of Diverse Talent</td>
<td><strong>Imperative 6:</strong> Improve the Leadership Value Proposition for Diverse Talent</td>
</tr>
<tr>
<td>G4S’s D&amp;I Assessment Tool</td>
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<td></td>
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<td>Cochlear’s Leadership Presence Program</td>
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<td><strong>Imperative 2:</strong> Assess and Incentivize Progress, Not Just Outcomes</td>
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<td>Nestlé’s Self-Sustaining Dual Career Network</td>
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<td>BAE Systems’ Incremental D&amp;I MBOs</td>
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<td>Cemex México’s Data-Driven Succession Planning</td>
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<tr>
<td><strong>Imperative 4:</strong> Hire for Inclusive Behaviors</td>
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<td>BAE Systems’ Influencer Outreach</td>
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<tr>
<td>Sodexo’s Inclusion Competency Interviewing</td>
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<td>Telstra’s Inclusive People Management Behaviors</td>
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<tr>
<td><strong>Imperative 5:</strong> Reinforce Inclusive Behaviors During Critical Moments</td>
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<tr>
<td><strong>Imperative 7:</strong> Neutralize Biases in Talent Management Decisions</td>
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</table>
Regional differences in diversity needs and challenges make it difficult to set and evaluate globally consistent D&I objectives.

DIVERSITY NEEDS AND CHALLENGES VARY ACROSS THE GLOBE AND WITHIN REGIONS

Sample of Diversity Challenges

United States: “Four generations of employees in one organization present a variety of challenges.”

Canada: “Recruiting and retaining indigenous individuals is one of our key diversity challenges.”

Great Britain: “How can we help our older employees transition into retirement, while continuing to work as long as they’d like to?”

China: “Women are a highly undertapped pool of talent, but we haven’t been very successful at attracting them.”

United States: “Turnover rates among diverse employees are higher than our total employee population.”

United States: “Female representation among our senior ranks is seriously lacking.”

South Africa: “We must ensure equitable representation of Black South Africans in our workforce.”

Australia: “Women are underrepresented in our leadership ranks.”
CHAPTER 1: DEFINE RELEVANT DIVERSITY AND INCLUSION OBJECTIVES

CHALLENGE
It is difficult to set and evaluate organizationally consistent objectives.

Imperative 1: Enable Regional Ownership
to Address Organization-Wide D&I Challenges

G4S

G4S’s D&I Assessment Tool

Imperative 2: Assess and Incentivize Progress, Not Just Outcomes

BAE SYSTEMS

BAE Systems’ Incremental D&I MBOs
D&I ASSESSMENT TOOL

OVERVIEW

G4S operates in more than 100 countries across the world with different cultures, legislation, interest levels, and perspectives on addressing D&I. Business leaders understand and support the organization’s new D&I strategy, designed for current and future employees, customers, and the corporate brand; however, they sometimes need guidance on how to implement the overall strategy in their operations, given local differences.

SOLUTION HIGHLIGHTS

G4S creates a consistent framework based on common business and HR processes against which leaders can benchmark D&I in their local operational contexts and identify opportunities for improvement:

- **Identify Core Business and HR Processes Leaders Can Assess for D&I**—Identify organization-specific business and HR processes that leaders can assess for diversity and inclusion within their operations.

- **Teach Leaders How to Embed D&I in Core Business and HR Processes**—Explain how to embed D&I in core business and HR processes through staged guidance.

- **Involve Employees to Determine Local D&I Success**—Define D&I success based on local employees’ perceptions to ensure success measures are locally relevant.

COMPANY SNAPSHOT

**G4S plc**

<table>
<thead>
<tr>
<th>Industry: Business Services</th>
<th>G4S focuses on advancing the safety and security of businesses and governments, ensuring the security of key assets—people, property, products, and reputation. G4S offers a unique combination of personnel, project management, risk management, and technology solutions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 Sales: £7.52 Billion</td>
<td></td>
</tr>
<tr>
<td>Employees: 657,000</td>
<td></td>
</tr>
<tr>
<td>Headquarters: United Kingdom</td>
<td></td>
</tr>
</tbody>
</table>
G4S helps leaders sustainably improve D&I by focusing on the diversity and inclusion of business and HR processes within each business unit.

TARGET BUSINESS AND HR PROCESSES FOR GLOBALLY CONSISTENT, LOCALLY RELEVANT D&I

G4S's Approach to Improving Diversity and Inclusion

1. Strategy, Policy, and Plans
   - Increase Attraction and Retention of Diverse Talent
     - Increasing inclusivity of core business processes increases employee engagement...
   - 3. Leadership and Accountability
     - ...decreases employee turnover, and increases attraction of new employees...
   - 5. Training and Development
     - ...resulting in sustainable increases in diversity and inclusion.
   - 4. Employee Acquisition and Advancement
   - 2. Measuring and Monitoring
   - 8. Community Involvement
   - 7. Marketing and Communications
   - 6. Job Design, Flexibility, and Compensation

PRACTICE OVERVIEW | COMPONENT 1 | COMPONENT 2 | COMPONENT 3 | RESULTS

Creating Competitive Advantage Through Workforce Diversity
IDENTIFY BUSINESS AND HR PROCESSES LEADERS CAN ASSESS FOR D&I

Global D&I Strategy

Overall
Deliver the group strategy to drive accelerated growth and development.

I. People
To attract, recruit, and retain diverse talent with diverse ideas to help build new markets and expand existing ones

II. Customers
To be reflective of the customers and communities we serve and to use our great diversity to differentiate us from our competitors

III. Brand
To be recognized as a good corporate citizen that complies with legislation, challenges inappropriate behaviors, and promotes diversity through supply chains and community activities

Dimensions of D&I Assessment

1. Strategy, Policy, and Plans
What is the country or business unit’s concept of and approach to diversity and inclusion, including how they are articulated and embedded into the business?

2. Measuring and Monitoring
How is progress in diversity and inclusion measured? What processes are in place to monitor effectiveness of the strategy and progress in delivering it?

3. Leadership and Accountability
To what extent do the business leaders take responsibility for shaping, guiding, and supporting the organization’s diversity and inclusion initiatives?

4. Employee Acquisition and Advancement
Does the business unit or country ensure the hiring and selection processes support the strategy of identifying and selecting the best talent from the most diverse applicant pools?

5. Training and Development
To what extent is diversity and inclusion embedded in the design and delivery of all training, development, and performance review activity?

6. Job Design, Flexibility, and Compensation
Are jobs and compensation and benefit packages designed to accommodate the different needs of employees?

7. Marketing and Communications
To what extent is the business sensitive to the diverse needs of the customer base? How is diversity articulated and promoted through internal and external communications?

8. Community Involvement
To what extent does the business promote diversity and inclusion in the links with the communities in which it operates?

G4S identifies the organization’s core business and HR processes leaders can assess for diversity and inclusion within their operations.

- G4S solicits input from business leaders and regional HR directors around the world to understand how they view D&I and how they believe it can be improved.

- Organization-specific factors (such as being a services rather than product business and having a decentralized organizational structure) are considered to determine the business and HR processes to evaluate as the dimensions of the diversity and inclusion assessment.

For the full Global Diversity and Inclusion Benchmarks: Standards for Organizations Around the World on which G4S based its D&I Assessment, please see the Appendix.

The five levels of progression reflect a staged process for sustainably embedding D&I in the organizations' core business and HR processes.

### Strategy, Policy, and Plans

What is the country or business unit's concept of and approach to diversity and inclusion, including how they are articulated and embedded in the business?

1. **Starting** *(Have not previously but are just starting to focus in this area)*
   - (a) There is an equal opportunities statement or policy in place. Not Applicable

2. **Complying** *(Putting effort into ensuring everyone has an equal opportunity and processes are fair and equitable)*
   - (a) A D&I assessment of the business has been completed and a plan is produced to progress.
   - (b) The business has a D&I policy that explains what the word means and both the moral and business cases.
   - (c) The D&I plan has been developed by key stakeholders across the business.

3. **Embedding** *(Understanding the importance of D&I policy and are working to embed it in all of their processes)*
   - (a) Not Applicable
   - (b) Yes

4. **Managing** *(Managing D&I at a level which differentiates you positively from your competitors)*
   - (a) No
   - (b) Yes

5. **Leading** *(D&I is a key differentiator in the industry and in the wider community.)*
   - (a) No
   - (b) Yes
   - (c) Not Applicable

---

**ENABLE REGIONAL LEADERS TO EMBED D&I IN CORE BUSINESSES AND HR PROCESSES**

G4S's D&I Assessment Tool to Assess Level of Progress

<table>
<thead>
<tr>
<th>PRACTICE OVERVIEW</th>
<th>COMPONENT 1</th>
<th>COMPONENT 2</th>
<th>COMPONENT 3</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measuring and Monitoring</td>
<td>Leadership and Accountability</td>
<td>Employee Acquisition and Development</td>
<td>Training and Development</td>
<td>Job Design, Flexibility, and Compensation</td>
</tr>
<tr>
<td><strong>Strategy, Policy, and Plans</strong></td>
<td><strong>Employee Acquisition and Development</strong></td>
<td><strong>Training and Development</strong></td>
<td><strong>Job Design, Flexibility, and Compensation</strong></td>
<td><strong>Marketing and Communications</strong></td>
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<tr>
<td>Strategy, Policy, and Plans</td>
<td>Measuring and Monitoring</td>
<td>Leadership and Accountability</td>
<td>Employee Acquisition and Development</td>
<td>Training and Development</td>
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<tr>
<td><strong>Strategy, Policy, and Plans</strong></td>
<td><strong>Employee Acquisition and Development</strong></td>
<td><strong>Training and Development</strong></td>
<td><strong>Job Design, Flexibility, and Compensation</strong></td>
<td><strong>Marketing and Communications</strong></td>
</tr>
<tr>
<td><strong>Strategy, Policy, and Plans</strong></td>
<td><strong>Employee Acquisition and Development</strong></td>
<td><strong>Training and Development</strong></td>
<td><strong>Job Design, Flexibility, and Compensation</strong></td>
<td><strong>Marketing and Communications</strong></td>
</tr>
</tbody>
</table>

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Creating Competitive Advantage Through Workforce Diversity 14
ENABLE REGIONAL LEADERS TO EMBED D&I IN CORE BUSINESSES AND HR PROCESSES (CONTINUED)

G4S's Diversity and Inclusion Action Plan for Improvement

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Level</th>
<th>Actions Needed</th>
<th>By Whom</th>
<th>By When</th>
<th>Progress Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strategy, Policy, and Plans</td>
<td>1</td>
<td>Foundational Dimensions</td>
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</tr>
<tr>
<td>2. Monitoring and Measuring</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3. Leadership and Accountability</td>
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<td></td>
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<tr>
<td>4. Employee Acquisition and Advancement</td>
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<td>5. Training and Development</td>
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<tr>
<td>6. Job Design, Flexibility, and Compensation</td>
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<tr>
<td>7. Marketing and Communications</td>
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<td></td>
</tr>
<tr>
<td>8. Community Involvement</td>
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</table>

**Overall Rating Not Automatically Calculated**

The overall rating is not calculated automatically to prevent the tool from being too prescriptive. Businesses decide this based on their assessment for each dimension.

**Guidance on Identifying Action Steps**

Evidence of what demonstrates success at each level is listed within the assessment to guide leaders in drafting actions.

**Starting**

There is an equal opportunity statement or related policy in place. The business must be assessed at the ‘starting’ level. In the interim, the G4S Group Policy on D&I should apply.

**Evidence**: Copy of the statement or policy.

**Complying**

The equal opportunity statement is reviewed annually by the HR director or another member of the senior management team.

**Evidence**: Policy should be up to date with evidence that it is regularly reviewed by the HR director or other senior manager.
INVOLVE EMPLOYEES TO DETERMINE LOCAL D&I SUCCESS

Local Employee Interpretation of D&I Success

Employee Focus Group in Business Unit A, Illustrative

Employee Focus Group in Business Unit B, Illustrative

Three Benefits of Defining Success Based on Input from Employees

1. Employee Engagement: Employees are more engaged as a result of opportunity to provide feedback.
2. Accountability for Improvement: Business leaders feel responsibility to employees to improve D&I.
3. Locally Relevant Success: Success is based on local culture, perspectives, and appetite for D&I.
IMPROVED ABILITY TO IMPLEMENT GLOBAL D&I STRATEGY LOCALLY

Businesses Know Where to Focus D&I Efforts

“In a company as big and complex as G4S, the tool is intended to help leaders see the D&I vision and take steps to implement it in their existing business processes in easily manageable and measurable ways.”

Head of Employee Relations, Diversity and Inclusion
G4S plc
IMPLEMENTATION TIPS FOR DIVERSITY AND INCLUSION ASSESSMENT TOOL

1. Create accountability for using the D&I assessment tool and making progress against the action plan. Tie D&I assessment, the subsequent creation of the action plan, and progress against the plans to business leaders’ objectives and/or compensation to increase relevance.

2. Ask HR and business leaders to select a representative group of local employees to provide input on D&I progress. Ensure HR and business leaders nominate a diverse set of employees for the focus groups to avoid group think.

3. Provide HR support for creating action plans. Once local D&I assessment is complete, HR should support local business leaders in creating realistic and achievable action plans for D&I improvement.
CHAPTER 1: DEFINE RELEVANT DIVERSITY AND INCLUSION OBJECTIVES

CHALLENGE
It is difficult to set and evaluate organizationally consistent objectives.

Imperative 1: Enable Regional Ownership to Address Organization-Wide D&I Challenges

Imperative 2: Assess and Incentivize Progress, Not Just Outcomes

BAE SYSTEMS
BAE Systems’ Incremental D&I MBOs

G4S’s D&I Assessment Tool

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INCREMENTAL D&I MBOs

OVERVIEW

BAE Systems was struggling to make progress on its D&I objectives, despite business leaders understanding the D&I business case and how it improves financial outcomes. BAE Systems realized that to make progress on organizational diversity objectives, it needed to enable business leader ownership of diversity objectives and to hold leaders accountable for progress.

SOLUTION HIGHLIGHTS

BAE Systems increases business leaders’ focus on improving diversity and inclusion outcomes by translating organizational D&I objectives and strategy to BU-specific D&I objectives and holding leaders accountable for progress.

1. Decentralize Ownership of D&I Priorities to Business Leaders: Business leaders assess the current and aspirational D&I maturity level for their business unit on BAE Systems’ maturity matrix.

2. Make Long-Term Objectives Easier to Achieve by Setting Interim Steps: Business leaders translate maturity aspirations into five-year and one-year D&I objectives and set milestone for the one-year objectives.

3. Incentivize Progress Toward D&I Objectives Through Soft and Hard Accountability: BAE Systems embeds accountability for D&I success through CEO and peer visibility, and a bonus component tied to progress against D&I objectives.

COMPANY SNAPSHOT

BAE Systems

Industry: Aerospace and Defense
2011 Sales: £19.1 Billion
Employees: 93,500
Headquarters: United Kingdom

BAE Systems is a global defence, aerospace, and security company. The organization delivers a full range of products and services for air, land, and naval forces, as well as advanced electronics, security, information technology solutions, and support services.
When BAE Systems discovered an urgent need to make progress on its D&I initiatives, the company identified two primary barriers it needed to address.

**TWO KEY BARRIERS TO D&I PROGRESS**

1. Lack of Common Objectives: Business units (BUs) find it difficult to achieve common D&I objectives.

2. Lack of Commitment: Business leaders are not committed to making D&I progress.

**Locations Where BAE Systems Has Operations**

- **Conflict with Other Strategic Priorities:** Deployment of diversity initiatives conflicts with other strategic priorities that are tied to potential financial gains for the business.

- **Lack of Governance to Achieve Diversity Objectives:** Business leaders do not have timelines or involvement of stakeholders to focus urgently on achieving organizational diversity objectives.

Business units cannot effectively implement organizational diversity initiatives due to differences in:

- Regional diversity laws and regulations,
- Regional diversity norms and customs, and
- Scale and nature of BU operations.

---

SITUATION | PRACTICE OVERVIEW | COMPONENT 1 | COMPONENT 2 | COMPONENT 3 | RESULTS
---|---|---|---|---|---
Creating Competitive Advantage Through Workforce Diversity 21
ESTABLISH BUSINESS LEADER OWNERSHIP AND ACCOUNTABILITY FOR DIVERSITY

- BAE Systems’ business leaders own customization of BU D&I objectives and are held accountable to make progress toward these objectives.

- BAE Systems’ business leaders have ownership over translating organizational D&I objectives into BU-specific D&I objectives that align with the BU’s unique needs and challenges.

- Business leaders are held accountable for interim steps to achieve BU-specific D&I objectives, rather than the final objectives.

- BAE Systems embeds accountability into business leaders’ work stream through CEO and peer visibility and short-term incentives.

Barriers to Making Progress on Diversity and Inclusion Initiatives

**Challenge 1:** BUs find it difficult to achieve common D&I objectives.

**Challenge 2:** Business leaders are not committed to making D&I progress.

BAE Systems’ Response

**Step 1: Decentralize Ownership**
Decentralize ownership of D&I priorities to business leaders.

**Step 2: Set Interim Objectives**
Make long-term objectives easier to achieve by setting interim steps.

**Step 3: Build Soft and Hard Accountability**
Incentivize progress toward D&I objectives through soft and hard accountability.
BAE Systems’ business leaders determine their diversity priorities based on the level of maturity they can achieve across a fixed set of categories.

- BAE Systems’ diversity function presents its organizational diversity strategy in a five-level maturity matrix.
- BAE Systems’ maturity matrix tool requires leaders to make progress across four categories.
- Leaders determine current and aspirational maturity levels, supervised by the head of D&I.

## 2. Systems and Processes

**BAE Systems’ Diversity and Inclusion Maturity Matrix Tool**

### 1. Leadership

### 2. Systems and Processes

### 3. Performance

### 4. Competence and Capability

<table>
<thead>
<tr>
<th>Level 1: Basic</th>
<th>Level 2: Awareness</th>
<th>Level 3: Understanding and Application</th>
<th>Level 4: Integrated</th>
<th>Level 5: Sustainable</th>
<th>Maturity Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaders are familiar with basic principles of HR and diversity.</td>
<td>Leaders and management have awareness of benefits of diverse workforce and inclusive culture.</td>
<td>Through development actions, all employees understand how diversity applies to their role and work environment.</td>
<td>Leaders and management have knowledge and skill set to enhance business performance through effective inclusion.</td>
<td>All employees consistently and unconsciously demonstrate inclusive behaviors. Being inclusive is how we do business.</td>
<td></td>
</tr>
</tbody>
</table>

### Sample Indicators of Each Level

- **Interview training**, including D&I and associated legislation, is mandatory for all hiring managers.
- **D&I workshops and briefings** raise awareness of under-represented population groups.
- **Development programs** have been established to support specific talent groups.
- **D&I performance** is recognized externally through receipt of awards and positive media.
- **Requests are received and supported to share learning at external D&I events.**

Business leaders use indicators embedded in the matrix to determine current maturity level and what level BU can achieve in next five years.
BAE Systems’ business leaders translate diversity maturity aspirations into yearly BU-specific D&I objectives.

- All business leaders establish their five-year aspirational maturity levels across the four fixed categories.
- These aspirations drive five-year D&I objectives that translate into one-year D&I objectives.
- The head of D&I reviews five-year and one-year D&I objectives and provides additional input.

Diversity Objectives Translation Process for BU Alpha
Illustrative Example

1. Declare Five-Year Maturity Aspirations
   - For Competence/Capability dimension, BU Alpha wants to reach Maturity Level 4 by 2017.

2. Translate Maturity Aspirations to Five-Year D&I Objectives
   - Increase recruitment and development of black population from disadvantaged background.
   - Create a supportive work environment for LGBT employees.

3. Translate Five-Year Objectives to One-Year D&I Objectives
   - Provide funds and equipment to support mathematics and science education of black students.
   - Establish LGBT network with open membership for all employees.

4. Set Milestones for One-Year Objectives
   - Expected Result: Identify 16 black students to receive college scholarships for science and engineering programs.
   - Expected Results: Members of LGBT network provide a set of recommendations on LGBT issues.
   - Timelines: By end of June
   - Timelines: By end of July.

Business leaders declare maturity levels they expect to achieve across the next five years for the four fixed sets of categories.

The D&I contact person for each BU helps business leaders assess one-year objectives for implementation feasibility and helps leaders set milestones that are viable.

SITUATION PRACTICE OVERVIEW COMPONENT 1 COMPONENT 2 COMPONENT 3 RESULTS

Creating Competitive Advantage Through Workforce Diversity 24
BAE Systems’ business leaders share D&I progress with the CEO and with peers and receive a bonus based on that progress.

- BAE Systems’ CEO reviews D&I progress with each business leader in quarterly business review meetings to ensure timely achievement of objectives.
- Business leaders share BU’s diversity objectives, milestones, and progress with peer leaders in monthly review calls, which are run by the diversity function with the objective of building peer pressure.
- BAE Systems’ CEO, Board, and corporate responsibility committee use a D&I performance scorecard to analyze D&I progress at the end of the year and make diversity bonus recommendations.

INCENTIVIZE PROGRESS TOWARD D&I OBJECTIVES THROUGH ACCOUNTABILITY

BAE Systems Embeds Soft and Hard Accountability for Diversity

**Soft Accountability**
Create CEO and Peer Visibility

1. Embed D&I progress updates in regularly scheduled meetings between business leaders and CEO.

   - **Agenda Ownership:** Business leaders share D&I activities and results for each quarter.
   - **Drive Urgency:** CEO reviews progress against planned activities to instill urgency and execution.

2. Establish monthly review meeting where each business leader presents objectives and progress to peer leaders.

   - **Agenda:** Discuss BU Alpha’s one-year objectives, targets, and progress.

**Hard Accountability**
Tie Bonus to D&I Progress

3. Compare actual D&I outcomes with milestones set at the beginning of the year to decide bonus component for senior leaders.

D&I Year-End Performance Review Sheet for BU Alpha (Illustrative Example)

<table>
<thead>
<tr>
<th>One-Year Objectives</th>
<th>Duration</th>
<th>Milestones Achieved</th>
</tr>
</thead>
</table>
| Provide funds and equipment to support mathematics and science education of black students. | End of June | Timeliness: On time  
Result: Scholarship granted to 14 qualifying black students |
| Establish LGBT awareness network. | End of July | Timeliness: One month late  
Result: Strong recommendations received |

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IMPROVED OWNERSHIP AND ACCOUNTABILITY LEADS TO BETTER RESULTS

Percentage of Business Lines Expecting Level Improvement Across All Four Diversity Categories 2012

More Tangible Goals

“Setting incremental objectives is making diversity and inclusion more tangible for our businesses. Each plan builds on the previous one to showcase what the five-year picture looks like. They are like steps of a ladder leading to the end point.”

Donna Halkyard
Head of Diversity and Inclusion
BAE Systems

Better Performance Against Objectives

“What gets measured gets done is definitely true for diversity initiatives. In addition, the CEO’s involvement, peer visibility, and the financial linkage has created a heightened sense of accountability amongst our leaders to achieve their objectives.”

Donna Halkyard
Head of Diversity and Inclusion
BAE Systems
IMPLEMENTATION TIPS FOR SETTING INCREMENTAL D&I MBOs

1. Garner senior leader support and involvement before rollout of the maturity matrix. Secure senior management buy-in and involvement before rollout to reinforce the importance of diversity and inclusion to the organization. During the initial rollout of D&I maturity matrix, ensure high-level of commitment and communication from senior executives (such as CEO) directed toward business leaders.

2. Create defined guidelines for using the D&I maturity matrix. To ensure business leaders interpret the maturity matrix consistently, draft specific guidelines to define successive maturity levels across these four categories: leadership, systems and processes, performance, and competence and capability.

3. Provide support to business leaders in setting yearly D&I objectives. To ensure that business leaders are not setting overly ambitious or modest D&I objectives for their business units, the diversity function (or HR function) must play an active role in supporting business leaders in assessing maturity levels and setting incremental D&I objectives.
CHAPTER 1: DEFINE RELEVANT DIVERSITY AND INCLUSION OBJECTIVES

Key Takeaways

1. Create regional ownership of progress against D&I objectives by enabling leaders to define locally relevant objectives within a centrally determined framework.

2. Assess and incentivize progress against incremental rather than long-term D&I goals.
<table>
<thead>
<tr>
<th><strong>I</strong> Define Relevant Diversity and Inclusion Objectives</th>
<th><strong>II</strong> Build a Diverse and Inclusive Workforce</th>
<th><strong>III</strong> Create a Diverse Leadership Pipeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imperative 1: Enable Regional Ownership to Address Organization-Wide D&amp;I Challenges</td>
<td>Imperative 3: Use Trusted Sources to Expand the Pool of Diverse Talent</td>
<td>Imperative 6: Improve the Leadership Value Proposition for Diverse Talent</td>
</tr>
<tr>
<td>G4S’s D&amp;I Assessment Tool</td>
<td>BAE Systems’ Influencer Outreach</td>
<td>Cochlear’s Leadership Presence Program</td>
</tr>
<tr>
<td>☑</td>
<td>Imperative 4: Hire for Inclusive Behaviors</td>
<td>Nestlé’s Self-Sustaining Dual Career Network</td>
</tr>
<tr>
<td>BAE Systems’ Incremental D&amp;I MBOs</td>
<td>Sodexo’s Inclusion Competency Interviewing</td>
<td>☑</td>
</tr>
<tr>
<td>☑</td>
<td>Imperative 5: Reinforce Inclusive Behaviors During Critical Moments</td>
<td>Imperative 7: Neutralize Biases in Talent Management Decisions</td>
</tr>
<tr>
<td>☑</td>
<td>Telstra’s Inclusive People Management Behaviors</td>
<td>BBVA’s Gender-Blind HIPO Assessments</td>
</tr>
<tr>
<td>☑</td>
<td></td>
<td>Duke Energy’s Successor “Fit Scores”</td>
</tr>
<tr>
<td>☑</td>
<td></td>
<td>Cemex México’s Data-Driven Succession Planning</td>
</tr>
</tbody>
</table>

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CHAPTER 2: BUILD A DIVERSE AND INCLUSIVE WORKFORCE

CHALLENGE
It is difficult to attract diverse candidates and to create an environment that enables employees to contribute to their full potential.

Imperative 3: Use Trusted Sources to Expand the Pool of Diverse Talent
BAE Systems’ Influencer Outreach

Imperative 4: Hire for Inclusive Behaviors
Sodexo’s Inclusion Competency Interviewing

Imperative 5: Reinforce Inclusive Behaviors at Critical Moments
Telstra’s Inclusive People Management Behaviors
Organizations engage in a variety of activities to recruit diverse candidates.

**ORGANIZATIONS CONDUCT NUMEROUS DIVERSITY RECRUITING ACTIVITIES**

<table>
<thead>
<tr>
<th>Diversity Recruiting Activities</th>
<th>Percentage of Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Partnerships with Diversity Associations</td>
<td>95%</td>
</tr>
<tr>
<td>Posting on Diversity-Focused Job Boards</td>
<td>95%</td>
</tr>
<tr>
<td>Soliciting Referrals from Current Diverse Talent</td>
<td>92%</td>
</tr>
<tr>
<td>Recruiting on Campuses for Internships and Entry-Level Positions</td>
<td>90%</td>
</tr>
<tr>
<td>Brand Building and Sourcing Through LinkedIn</td>
<td>90%</td>
</tr>
<tr>
<td>Long-Term Communication with Diverse Talent</td>
<td>89%</td>
</tr>
<tr>
<td>Advertising in Print Media</td>
<td>85%</td>
</tr>
<tr>
<td>Working with Employee Resource Groups</td>
<td>82%</td>
</tr>
<tr>
<td>Outsourcing to Search Firms</td>
<td>79%</td>
</tr>
<tr>
<td>Brand Building and Sourcing Through Facebook</td>
<td>59%</td>
</tr>
<tr>
<td>Brand Building and Sourcing Through Twitter</td>
<td>52%</td>
</tr>
</tbody>
</table>


n = 61.
ORGANIZATIONS STRUGGLE TO RECRUIT DIVERSE TALENT

“My Organization Is Able to Effectively Recruit Diverse Talent”
Percentage of HR Executives

- 17% Agree or Strongly Agree
- 83% Do Not Agree

n = 29.

“We’re investing more time and money in diversity recruiting, but it’s not significantly increasing our number of diverse hires.”

Diversity Manager
Consumer Products Company

Source: CLC Human Resources, Global Diversity and Inclusion Survey, 2012
Organizations mostly use impersonal sources (such as job boards and print media) for diversity recruiting, but diverse candidates trust these sources the least.

DIVERSE CANDIDATES DO NOT TRUST SOURCES THAT ORGANIZATIONS USE MOST

Diverse Candidates’ Most Trusted Information Sources

Examples of Personal and Impersonal Sources

<table>
<thead>
<tr>
<th>Personal Sources</th>
<th>Impersonal Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Referrals from diverse employees</td>
<td>■ Diversity-focused job boards</td>
</tr>
<tr>
<td>■ In-person campus recruiting</td>
<td>■ Diversity associations</td>
</tr>
<tr>
<td>■ Teachers and career advisors</td>
<td>■ LinkedIn</td>
</tr>
<tr>
<td>■ Family and friends</td>
<td>■ Print media advertising</td>
</tr>
<tr>
<td>■ Employee resource group contacts</td>
<td>■ Search firms</td>
</tr>
<tr>
<td></td>
<td>■ Twitter and Facebook</td>
</tr>
</tbody>
</table>
BAE Systems builds its brand in an expanded diverse talent pool by targeting diverse students and the teachers and career advisors who influence them.

- BAE Systems conducts one-day road shows for students between the ages of nine and thirteen at schools with a good gender balance or situated in diverse neighborhoods.
- BAE Systems’ road shows consist of fun-filled activities that promote the engineering field and BAE Systems and target students’ stereotypes against engineering.

COMPANY SNAPSHOT

BAE Systems
Industry: Aerospace and Defense
2011 Sales: £19.1 Billion
Employees: 93,500
Headquarters: United Kingdom

TARGET TRUSTED CAREER INFLUENCERS TO EXPAND YOUR DIVERSE TALENT POOL

BAE Systems’ Three-Pronged Targeting Approach

1. Increase Attractiveness of Engineering and BAE Systems Among Young Diverse Students

- BAE Systems works to create a positive lasting memory in young students’ minds through one-day school road shows that:
  - Showcase work done by BAE engineers that will excite younger students (e.g., robots);
  - Present an interactive theatre show on aspects of engineering to be taught through school syllabus; and
  - Target students before they make course selections that would make it difficult to enter engineering later.

2. Prepare Teachers to Help Diverse Students Select Engineering Careers Using BAE Systems’ Branded Materials

- BAE Systems equips teachers to influence students through classroom interactions by:
  - Providing syllabus-aligned lesson plans for teachers to identify and encourage students’ aptitude toward engineering; and
  - Guiding teachers on how to motivate students potentially interested in engineering.

3. Encourage Career Advisors to Help Diverse Students Explore Engineering Courses

- BAE Systems prepares career advisors to promote engineering in counseling sessions by:
  - Convincing career advisors to help diverse students investigate engineering rather than shepherding them to the most popular career streams;
  - Offering career advisors access to a network of BAE Systems employee “Education Ambassadors” who provide advice on engineering-related careers and support career fairs and events; and
  - Providing information on the competitiveness of compensation in the engineering field.

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GREATER DIVERSE STUDENT INTEREST IN ENGINEERING AND BAE SYSTEMS

Percentage of Students Reporting Increased Interest in Engineering Following Road Show

Female Representation in BAE Systems' Versus National Engineering Apprenticeship Programs

BAE Systems increases the interest of diverse students in engineering and draws a larger than average proportion of diverse students into entry-level positions.
Biomimicry

- a word derived from “bios” meaning life and “mimesis”, meaning to imitate.

In its 3.8 billion year history, nature has found solutions to many design and engineering problems that we are trying to solve. The principle of following nature’s example is not a new one. Leonardo da Vinci’s sketchbooks are littered with examples of drawings and ideas closely linked to designs found in the natural world. His helicopter idea, for example, was inspired by a sycamore seed.

The Wright brothers and other flight pioneers commonly observed birds in their quest to develop their flying machines. Today, flight engineers at BAE Systems are modelling new wing shapes and functions based upon the structure of bird wings, and scanning technology in the aircraft cockpit is informed by the eye structure and capabilities of the harrier, bird of prey.

There are many examples of human-engineered applications and living things that exhibit similar fundamental characteristics. Sometimes these are unintentional: think of the similarities between a canoe paddle and a freshwater turtle leg. At other times, the inventor deliberately mimicked something in nature. Perhaps one of the most celebrated examples is velcro, the hook and loop fastening system that replaces the need for zips and buttons.

In 1948, the Swiss Engineer, George de Mestral noticed that, on returning from a walk with his dog, his trousers and his dog’s pelt were covered with seed pods from a cocklebur, a kind of thistle. Studying a single seed pod under a microscope, he noted it was covered with tiny hooks that readily attached to animal fur and fabric fibres. De Mestral applied the plant’s simple seed dispersal mechanism to create a strong, safe temporary fastener, calling this product velcro, from “velours” meaning velvet, and “cro” from crochet, meaning hook.
Lesson Overview

Students construct a balloon-powered rocket from a Styrofoam tray, pins, tape and a flexible straw then test it along a measured track on the floor. This is a simple way to observe Newton’s Third Law of motion. Whilst it is possible to demonstrate Newton’s law with just a balloon, constructing a rocket racer provides students with the opportunity to put the action/reaction force to practical use.

Lesson Objectives

- Create a rocket
- Collect data and improve model

Lesson Outcomes

- Understand how a rocket works
- Understand Newton’s Third Law of Motion

Science Programme of study for Key Stage 3, National Curriculum

1.1 Scientific thinking
   b) Critically analysing and evaluating evidence from observations and experiments

1.2 Applications and implications of science
   a) Exploring how creative application of scientific ideas can bring about technological developments and consequent changes in the way people think and behave

2.1 Practical and enquiry skills
   b) Assess risk and work safely in the laboratory, field and workplace
   c) Plan and carry out practical and investigative activities, both individually and in groups

3.1 Energy, electricity and forces
   a) Energy can be transferred usefully, stored, or dissipated, but cannot be created or destroyed
   b) Forces are interactions between objects and can affect their shape and motion.
IMPLEMENTATION TIPS FOR INFLUENCERS OUTREACH PROGRAM

1. **Conduct school road shows for the most important career opportunities at your organization.** Use school road shows selectively for the careers most critical to your organization’s success to ensure the highest returns on resource investments.

2. **Highlight your organization’s brand on materials for classroom interactions.** Consider purchasing syllabus-aligned curriculum plans for student-teacher classroom interaction rather than preparing these in-house, but ensure that educational materials convey your organization’s brand whenever possible.

3. **Ask career advisors and teachers to provide input to the organization on how to optimize educational material.** Solicit advice from career advisors and teachers on how to make the educational material more engaging for students.
CHAPTER 2: BUILD A DIVERSE AND INCLUSIVE WORKFORCE

**CHALLENGE**
It is difficult to attract diverse candidates and to create an environment that enables employees to contribute to their full potential.

**Imperative 3: Use Trusted Sources to Expand the Pool of Diverse Talent**

**Imperative 4: Hire for Inclusive Behaviors**

**Imperative 5: Reinforce Inclusive Behaviors at Critical Moments**

- **BAE Systems’ Influencer Outreach**
- **Sodexo’s Inclusion Competency Interviewing**
- **Telstra’s Inclusive People Management Behaviors**
EVALUATE FOR “INCLUSION COMPETENCY”

Elements of Inclusion in Sodexo’s Competency-Based Selection Process
Candidates for Management Positions

■ An employee who values diversity—and more importantly exhibits inclusive behaviors—more naturally selects, collaborates with, and retains diverse talent.

■ Sodexo includes diversity- and inclusion-focused questions in both competency-based and hiring manager interviews.

Inclusion-Related Questions from Competency-Based Interview Guide

- **Championing Diversity and Inclusion:** What efforts have you made, or been involved with, to foster diversity and inclusion competencies and understanding?

- **Respecting Divergent Perspectives:** Tell me about a time when you achieved superior outcomes by incorporating divergent perspectives.

Inclusion-Related Questions from Hiring Manager Interview Guide

- **Championing Diversity and Inclusion:** How have you handled a situation when an employee was not accepting of others’ diverse background?

- **Respecting Divergent Perspectives:** What have you done to further your knowledge about diversity and inclusion? How have you demonstrated what you have learned?

Candidate Evaluation Criteria

- **Knowledge:** The candidate’s understanding of diversity and inclusion is broad and includes non-stereotypical notions of diversity.

- **Values:** The candidate shows positive emotion when talking about diversity and inclusion.

- **Experience:** The candidate is skilled in managing diverse teams and fostering an inclusive environment.

- **Actions:** The candidates’ actions demonstrate his or her diversity and inclusion values.

Source: CLC Recruiting, Beneath the Surface of Diversity Recruiting, 2011.
INTERVIEW QUESTIONS TO ASSESS FOR INCLUSIVE BEHAVIORS

Knowledge and Values: The candidate shows a thorough understanding of, and genuine appreciation for, diversity and inclusion.

- How important is workforce diversity and inclusion to you?
- What are the benefits of team diversity and inclusion?
- Why is it important for the organization you work for to demonstrate its diversity and inclusion values?

Actions and Behaviors: The candidate’s actions demonstrate experience and skill in managing diverse teams and fostering an inclusive work environment.

- What efforts have you made, or been involved with, to foster diversity and inclusion competencies and understanding? How have you demonstrated what you have learned?
- Tell me about a time when you achieved superior outcomes by incorporating diverse perspectives.
- Have you ever seen any bias against someone from a different background than the norm? What did you do?
- How have you handled a situation when a colleague or a direct report was not accepting of others’ background, values, or experiences?

Learn More
Beneath the Surface of Diversity Recruiting, CLC Recruiting
This research study presents quantitative findings and best practices to help you identify opportunities for Recruiting to foster workplace inclusion and attract and source diverse talent.

Source: CLC Recruiting, Beneath the Surface of Diversity Recruiting, 2011.
CHAPTER 2: BUILD A DIVERSE AND INCLUSIVE WORKFORCE

CHALLENGE
It is difficult to attract diverse candidates and to create an environment that enables employees to contribute to their full potential.

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Imperative 5: Reinforce Inclusive Behaviors at Critical Moments
Telstra’s Inclusive People Management Behaviors
A large majority of organizations are investing significant resources in diversity and inclusion training, which improve the perceived value of an inclusive work environment.

**TRAINING IMPROVES PERCEIVED VALUE OF INCLUSION**

Percentage of Organizations Providing Diversity Training

- 71% Offer Training

---

Employee Time Spend in Diversity Training

- 4 person hours per year
- 1,000 person organization
- 10,000 person organization

= 40,000 person hours spent in diversity training

---

Percentage of Employees

- “Employees in My Organization Understand the Value of Diversity”
  - 65% Agree

- “Senior Leaders in My Organization Are Committed to Diversity”
  - 62% Agree

---

n = 250.

n = 9,626.

PERCEIVED VALUE DOES NOT LEAD TO INCLUSIVE WORK ENVIRONMENT

“My Organization Values Divergent Perspectives”
Percentage of Employees

<table>
<thead>
<tr>
<th>Country</th>
<th>Agree</th>
<th>Disagree/Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>48%</td>
<td>52%</td>
</tr>
<tr>
<td>Canada</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>United States</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>South Africa</td>
<td>39%</td>
<td>61%</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>39%</td>
<td>61%</td>
</tr>
<tr>
<td>Australia</td>
<td>37%</td>
<td>63%</td>
</tr>
<tr>
<td>Singapore</td>
<td>28%</td>
<td>72%</td>
</tr>
</tbody>
</table>

n = 8,151.

SUSTAINED INCLUSION REQUIRES REINFORCEMENT

Impact of Sustained and One-Off Approaches to Promoting Inclusion

Illustrative

Repeated Learning Leads to Behavior Change

Psychology research, started by Hermann Ebbinghaus in 1885, shows that repeated teaching over time enhances long-term knowledge retention and behavior change.

COMMUNICATE EXAMPLES OF INCLUSIVE BEHAVIORS

Examples of Inclusive Behaviors Communicated to Managers

Telstra provides managers with concrete examples of inclusive behaviors they should demonstrate.

Telstra realized that communicating the business case for inclusion would help managers understand its importance to the organization but would not sufficiently drive change in managers’ behaviors.

To Get Managers to...

- Use Diverse Talent
- Be Adaptable and Flexible
- Build Strong Relationships

Telstra Provides Specific Guidance and Action Steps

...Use Diverse Talent

- Proactively create work or project teams that use individuals’ unique perspectives and maximize innovation.
- Find ways to increase the voice and visibility of all the people on your team, so they can fully contribute.

...Be Adaptable and Flexible

- Align assignments to work preferences of your team members, while considering their commitments and aspirations outside of work.
- Flex communication and management styles depending on the audience.
- Promote good examples of flexible working within your team.

...Build Strong Relationships

- Foster trust and understanding by getting to know your team members’ knowledge, skills, experiences, and working styles.
- Encourage people on your team to make connections and grow their professional networks.

COMPANY SNAPSHOT

Telstra Corporations Limited

Industry: Telecommunications
2011 Sales: AUD$25.3 Billion
Employees: 43,181
Headquarters: Australia

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REINFORCE INCLUSIVE BEHAVIORS DURING CRITICAL INTERACTIONS

Reinforcement of Inclusive Management Behaviors

1. Reinforce Inclusive Manager Behaviors at Key Moments

Reiterate the need for and examples of inclusive behaviors prior to key manager-employee interactions during which employees’ perceptions of inclusion can be most affected.

2. Align Guidance to the Nature of the Touchpoint

Customize examples of inclusive management behaviors for each critical interaction.

Key Manager-Employee Interactions

- Onboarding Conversations
- Team Meetings and Brainstorming Sessions
- Performance Reviews
- Recurring Check-In Meetings
- Professional Development Conversations

Example: Prior to conducting developmental conversations, Telstra reminds managers to ask direct reports about commitments and aspirations outside of work and to explore opportunities for flexible work arrangements, if necessary.
REINFORCE INCLUSIVE MANAGER AND PEER BEHAVIORS AT CRITICAL MOMENTS IN EMPLOYEE LIFE CYCLE

To Foster Inclusion, Managers Should...

- Build rapport and establish trust with all new hires.
- Help employees build connections within their team and across the organization.

To Foster Inclusion, Peers Should...

- Help new peers link their roles to the organization’s business strategy.
- Discuss with new team members how the team’s unique strengths can support organizational goals.

Onboarding
- Communicate the importance and advantages of divergent perspectives.
- Create a safe environment for dissenting opinions.

Meetings and Projects
- Collaborate with and encourage information-sharing among all team members.
- Solicit opinions of peers with less dominant communication styles.

Performance Conversations
- Communicate the importance of having a two-way conversation to accurately evaluate performance.
- Discuss differences between employee’s perceptions of his or her performance and your own assessment.

- Give and receive informal feedback from peers with different perspectives.
- Identify specific examples when giving feedback on peers’ accomplishments and development areas.

Long-Term Development Conversations
- Consider flexible or nontraditional career paths for employees who create alternate paths to success.
- Help identify mentors for employees based on their specific interests, goals, and needs.

- Help peers develop new skills based on their interests.
- Provide networking opportunities between peers to support career pathing.

Employee Resource Portal
Give employees the guides, training, tools, and templates they need to take ownership of their engagement and career development and to collaborate effectively with their peers.

For detailed manager guides on fostering inclusion at critical moments in the employee life cycle, please see the Appendix.
MANAGER GUIDE: IMPROVING INCLUSION IN MEETINGS AND PROJECTS

Manager Guide for Addressing Team Conflict to Improve Inclusion in Meetings and Projects

Controlling Your Hot Buttons

- **Identify the source.**
  Ask yourself, “Why does this person, action, voice, tone, situation, etc. cause this reaction, feeling, behavior, etc. in me?”

- **Change yourself, not the other person.**
  Efforts to change the other person will fail. Your own reactions are in your control and efforts to change yourself have a much greater likelihood of success than trying to change someone else.

- **Expect resistance to change in how you deal with conflict.**
  From others
  Change is difficult for people, even when the change is positive. When you change your behavior, others may even escalate their behavior to try to get you to respond in the old way. Expect and prepare for this.

  From yourself
  Change takes practice. You will need to start small with less risky situations, with relationships that are of lesser importance to you and where the outcome is of less significance. Then, practice!


COMPANY SNAPSHOT
Blue Cross and Blue Shield of Massachusetts, Inc.
Industry: Health Care
2011 Sales: Non-Profit
Employees: 3,635
Headquarters: United States

Learn More
Profiles of Coaching Programs and Tactics, CLC Learning and Development
This collection of case profiles provides tools and frameworks for improving the quality and consistency of manager coaching.

BCBS of Massachusetts helps managers adapt their communication styles to ensure constructive conflict with employees with different communication styles.
CHAPTER 2: BUILD A DIVERSE AND INCLUSIVE WORKFORCE

Key Takeaways

1. Influence the career influencers of potential candidates to expand your diverse talent pool and improve organizational attractiveness.

2. Hire new people managers based on demonstrated inclusive behaviors, not just on an understanding or appreciation for diversity and inclusion.

3. Supplement one-off D&I training by reinforcing the manager behaviors that foster an inclusive working environment at the most critical moments in the employee life cycle.
# Creating Competitive Advantage Through Workforce Diversity

<table>
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<td>BAE Systems’ Influencer Outreach</td>
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<td>Sodexo’s Inclusion Competency Interviewing</td>
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<td><strong>Telstra</strong></td>
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<tr>
<td>Telstra’s Inclusive People Management Behaviors</td>
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<tr>
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<th>Create a Diverse Leadership Pipeline</th>
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<tbody>
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<td>Imperative 6: Improve the Leadership Value Proposition for Diverse Talent</td>
<td></td>
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<td>Cochlear’s Leadership Presence Program</td>
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<td><strong>Nestlé</strong></td>
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<td>Nestlé’s Self-Sustaining Dual Career Network</td>
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<td>Imperative 7: Neutralize Biases in Talent Management Decisions</td>
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<td><strong>BBVA</strong></td>
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<tr>
<td>Cemex México’s Data-Driven Succession Planning</td>
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</tbody>
</table>
ORGANIZATIONAL LEADERSHIP CONTINUES TO LACK DIVERSITY

Despite marginal improvements in organizations’ workforce diversity, organizational leadership remains homogenous.

Fortune 500 Executive Team Demographics
Percentage of Group Represented Across Organizations

- Caucasian Men: 68%
- Caucasian Women: 19%
- Ethnic Minority (Black/African American, Hispanic/Latino, Asian, Native American): 13%
- Male: 97%
- Female: 3%

European Organizations’ Executive Team Demographics
Percentage of Women on Executive Committees

- Caucasian Men: 92%
- Caucasian Women: 8%

Australian Securities Exchange Top 200 (ASX 200) Organization’s Directors Demographics
Percentage of Women Directors in ASX 200

- Caucasian Men: 87%
- Caucasian Women: 13%
CHAPTER 3: CREATE A DIVERSE LEADERSHIP PIPELINE

CHALLENGE
Despite marginal improvements in organizations’ workforce diversity, organizational leadership remains homogenous.

Imperative 6: Improve the Leadership Value Proposition for Diverse Talent

Cochlear™
Cochlear’s Leadership Presence Program

Nestlé’s Self-Sustaining Dual Career Network

Imperative 7: Neutralize Biases in Talent Management Decisions

BBVA
BBVA’s Gender-Blind HIPO Assessments

Duke Energy’s Successor “Fit Scores”

Cemex México’s Data-Driven Succession Planning
Leadership positions remain unattractive to diverse talent.

- Fewer average or high-performing women in middle management desire to rise to senior management positions within their current organization or another.

- Most organizations try to increase the number of diverse talent in the leadership pipeline by focusing on increasing the performance of diverse talent through leadership development programs and mentoring.

- The best organizations realize that barriers other than performance impede the progression of diverse talent, such as the attractiveness of leadership positions.

LEADERSHIP POSITIONS NOT DESIRABLE TO WOMEN

Importance of Rising to Senior Management Position
Percentage of Average and High-Performing, Mid-Level Employees

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
</tr>
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<tbody>
<tr>
<td>Unimportant</td>
<td>59%</td>
<td>6%</td>
</tr>
<tr>
<td>Neutral</td>
<td>58%</td>
<td>15%</td>
</tr>
<tr>
<td>Important</td>
<td>35%</td>
<td>27%</td>
</tr>
</tbody>
</table>

n = 6,898.

OVERVIEW

Many female, individual contributors demonstrating strong performance at Cochlear did not identify rising to senior management as a career goal. Cochlear targeted this group of talent as a substantial opportunity to increase the representation of women in the high-potential talent pool. Cochlear’s Leadership Presence Program helps participants reflect on their strengths and revise their career goals to include leadership opportunities that capitalize on these strengths.

SOLUTION HIGHLIGHTS

Cochlear aligns female, strong performers’ career goals to leadership positions through the following steps:

1. **Align Personal Strengths to Leadership Career Paths**—Guide participants to identify their strengths and reflect on the unique impact they can have on the organization.

2. **Connect Participants to Successful Peers and Leaders to Increase Personal Brand**—Facilitate networking between participants, senior leaders, and successful peers across the organization to highlight leadership opportunities and increase their visibility during consideration of candidates for these opportunities.

COMPANY SNAPSHOT

**Cochlear Limited**
- **Industry:** Health Care
- **2011 Sales:** AUD$810 Million
- **Employees:** 2,500
- **Headquarters:** Australia

Cochlear pioneered and is the global leader in the research and development, manufacture, and marketing of implantable hearing solutions. Cochlear’s global headquarters is located on the campus of Macquarie University to enable links to world leading hearing science research. A success story in the commercialization of R&D, Cochlear is the global market leader, employs approximately 2,500 people worldwide, operates directly in over 20 countries, and sells in over 100 countries. Over 200,000 people across more than 100 countries now experience hearing as a recipient of a Cochlear hearing solution.
Limited networks and perceived misalignment with leadership roles prevent diverse, strong performers from pursuing broader leadership responsibilities.

- Female individual contributors demonstrating strong performance at Cochlear did not choose to pursue broader management responsibilities because they did not appear to align with their personal strengths and goals.

- In addition, these women lacked broader organizational networks that could encourage them to pursue future leadership opportunities.

**PERCEIVED MISALIGNMENT WITH LEADERSHIP ROLES AND LIMITED NETWORKS DISCOURAGE ADVANCEMENT**

**Challenge 1**
Perceived Misalignment with Leadership Roles

*Diverse strong performers perceive leadership positions as requiring skills and experiences different from those in which this population believes they excel.*

**Challenge 2**
Lack of Networks Limits Clarity on Leadership Opportunities

*Diverse strong performers lack a network outside their functions and levels, preventing them from learning about and being considered for leadership opportunities.*

**Cochlear’s Solution**

**Component 1**
Align Personal Strengths to Leadership Career Paths

**Component 2**
Connect Participants to Successful Peers and Leaders to Increase Personal Brand

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Cochlear improves the perceived attainability of leadership positions for strong female performers through the Leadership Presence Program.

- Cochlear’s helps strong female performers analyze their personal strengths and network with successful peers and leaders.
- As a result, participants better understand the requirements of leadership and the alignment to their preexisting strengths, leading them to pursue broader responsibilities across the organization.

**IMPROVE PERCEIVED ATTAINABILITY OF LEADERSHIP FOR DIVERSE STRONG PERFORMERS**

Components of Cochlear’s Leadership Presence Program

<table>
<thead>
<tr>
<th>Participant Goal: Identify personal strengths.</th>
<th>Participant Goal: Revise career goals to reflect strengths, motivations, and ability to impact the organization.</th>
<th>Participant Goal: Determine how to use new network to achieve revised career goals.</th>
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<tbody>
<tr>
<td><strong>Pre-Workshop</strong></td>
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<td>Feedback from Participant’s Team and Reflection on Strengths and Development Areas</td>
<td>Leadership Presence Exercises</td>
<td>Participant Presentation to Managers and Senior Female Leaders on Lessons Learned</td>
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<td>Lunch with Senior Female Leaders</td>
<td>One-on-One Coaching on Achieving Revised Career Goals</td>
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<td>Joint Reflection on Career Goals and Map to Achieving Them</td>
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<td>Half-Day Refresher Workshop</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meeting with New Participants to Explain Lessons Learned</td>
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**ALIGN PERSONAL STRENGTHS TO LEADERSHIP CAREER PATHS**

**Participant Reflection Questions on Personal Strengths and Career Mission Statement**

1. **Assess Personal Strengths**
   - What do my teammates believe I contribute to my work? To my team? To the organization?
   - What is different between what others identify as my strengths and what I do?

2. **Define Personal Mission Statement Based on Strengths**
   - How do my values manifest in the strengths that I have identified in myself?
   - What is my personal mission statement (what do I want to achieve in my career using my strengths and values)?

3. **Align Career Goals to Personal Mission Statement**
   - What unique impact can I have on the organization using my strengths and values?
   - How can I refine my career goals to create closer alignment with the impact I can have?

4. **Use Network to Achieve Revised Career Goals**
   - How can peers and senior leaders help me achieve my revised career goals that use my strengths and values?
   - How do others’ perceptions of me help or hurt my ability to achieve my revised career goals? How should I modify my “personal brand?”

---

**Increase Participants’ Self-Awareness of Strengths**

Cochlear helps participants reflect on their strengths and align them to leadership opportunities.

- Participants analyze their personal strengths based on feedback from their current colleagues on the job.
- Guided reflection with other participants and with a personal coach helps participants realize what their true career goals are based on their strengths and values.
- This guided reflection and networking with peers and senior leaders help participants understand how leadership positions can help them have an impact on the organization by using their preexisting strengths and values.

**Use Preexisting Strengths**

Leadership presence exercises help participants realize how they can more effectively use their strengths to achieve their career goals.
Cochlear connects participants with successful diverse peers and leaders to increase their visibility in the organization.

- Many diverse, strong performers do not have networks outside of their own functions or departments.
  - This prevents them from knowing what expanded opportunities exist in other parts of the organization and from being considered for them.

- Cochlear connects program participants to peers from across the organization, as well as senior leaders to increase their visibility.

CONNECT PARTICIPANTS TO SUCCESSFUL PEERS AND LEADERS TO INCREASE PERSONAL BRAND

Networking to Increase Participants’ Personal Brand Across Organization

<table>
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<tr>
<th>SITUATION</th>
<th>PRACTICE OVERVIEW</th>
<th>COMPONENT 1</th>
<th>COMPONENT 2</th>
<th>RESULTS</th>
</tr>
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</table>

Program Participants from Across the Organization

Past Program Participants from Across the Organization

Senior Female Leaders from Across Organization

Lessons learned from program participation

Guidelines on how to maximize learning during program

Peer reflection and consultation on alignment between personal strengths and leadership

Advice on how to maximize learning during program

Information on requirements of leadership

Cochlear connects participants with successful diverse peers and leaders to increase their visibility in the organization.
Cochlear’s Leadership Presence Program increased the desire of strong-performing women to pursue broader responsibilities.

- Based on feedback from participants, managers of participants, and performance evaluation and promotion data, over two-thirds of participants took on broader responsibilities.

**PARTICIPANTS INCREASE RESPONSIBILITIES AND CONTRIBUTIONS**

Results of Leadership Presence Program

- **19%** Increased Discretionary Effort
  - 5 participants remained in role but demonstrated greater enthusiasm to contribute and be involved in work (according to managers)
  - 1 participant built her cross-functional network required for success in role.

- **6%** Increased Intent to Stay
  - 2 participants were retained as result of program participation.

- **6%** Identified Lack of Organizational Fit
  - 2 participants left organization as a result of identifying the misalignment between their personal mission and the organization.

- **68%** of Participants Take on New Responsibilities
  - 5 participants promoted and 11 participants have taken on broader roles and additional responsibilities outside of current roles.

- **52%** Vertical Movement Toward Career Goals
  - 5 participants took lateral moves to roles in different functional areas.

- **16%** Lateral Movement Toward Career Goals
  - 2 participants were retained as result of program participation.

- **2** participants left organization as a result of identifying the misalignment between their personal mission and the organization.

---

Creating Competitive Advantage Through Workforce Diversity 60
IMPLEMENTATION TIPS FOR LEADERSHIP PRESENCE PROGRAM

1. **Use your formalized 360-degree feedback process for identifying personal strengths and selecting program participants.** Use formally obtained manager and peer feedback and calibration sessions to analyze individual’s personal strengths and shortlist program participants.

2. **Devote sufficient time to the leadership presence workshop.** Each program component is critical for improving female presence at leadership positions. Organizations must ensure that program participants are getting enough time to participate in and reflect on each component before moving to the next one.

3. **Help female senior leaders articulate necessary leadership skills and leadership career paths to program participants.** Guide senior leaders on how to identify and communicate leadership skill requirements and career paths most suited to the preexisting strengths of program participants.
Leadership positions remain unattractive to women due to high perceived cost of relocation.

- High-performing, mid-level men are 16% more likely to be willing to relocate abroad to advance their career than women.
- Often, women in dual careers avoid relocation due to the potential of losing the income from their partner’s career.
- This difference across genders results in fewer women in the leadership pipeline.

Willingness to Relocate Abroad to Advance Career
Percentage of High-Performing, Mid-Level Employees

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Men</th>
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<tr>
<td>64%</td>
<td></td>
<td>77%</td>
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</table>

Δ 13 Percentage Points

n = 3,683.

SELF-SUSTAINING DUAL CAREER NETWORK

OVERVIEW

Many high-potential women decline opportunities to move internationally due to the negative impact of relocation on their spouses’ careers. This excludes many women from critical development required for advancement to senior leadership and leads to an underrepresentation of women in leadership positions.

Nestlé and other partner organizations decrease the risk to employees in dual-income families of accepting international positions by providing dual career support through a self-sustaining network of spouses. While Nestlé’s International Dual Career Network provides support to international spouses of employees of both genders, more women are in dual career families than men.

SOLUTION HIGHLIGHTS

Nestlé improves the job search opportunities for spouses in dual-income families:

1. Extend Relocation Support to Spouses—Provide local job market guidance and networking to spouses to decrease the risk of families losing second source of income.

2. Partner with Other Organizations to Create Self-Sustaining Support Network—Partner with other organizations to create a self-sustaining and scalable network of spouses that provides dual career support.

COMPANY SNAPSHOT

Nestlé S.A.

Industry: Food and Beverage
2011 Sales: CHF83.64 Billion
Employees: 328,000
Headquarters: Switzerland

Nestlé is a global foods and nutrition, health, and wellness company, encompassing several brands such as Nescafé, Nespresso, Nestlé Waters, DiGiorno, Buitoni, Dreyer’s, Maggi, Milkmaid, Carnation, and Kit Kat. The company owns Friskies, Purina, Gerber Products, and Jenny Craig. In addition to its own products, Nestlé also owns approximately 30% of cosmetics company L’Oréal.
Nestlé increases the possibility of international mobility for employees in dual-income families by providing career support for spouses.

- Following a survey, respondents indicate that 80% of high-potential women (60% of men) at Nestlé are in dual careers, which increases the difficulty of accepting international positions because of the impact of relocation on spouses’ careers.

- Nestlé’s International Dual Career Network provides support for international spouses of employees of both genders.

- However, due to dual careers fewer women are internationally mobile; this solution increases female representation in the leadership pipeline.

Common Organizational Challenge: Typical Accelerated Leadership Career Path Requires International Mobility, Often Excluding Women from Leadership Pipeline

Nestlé’s Solution: Self-Sustaining Dual Career Network

Component 1
Extend Relocation Support to Spouses

Component 2
Partner with Other Organizations to Create Self-Sustaining Support Network
EXTEND RELOCATION SUPPORT TO SPOUSES

Career Support for Spouses of Internationally Mobile Employees

Nestlé provides local job market guidance and networking to reduce the risk of families losing a second source of income.

- Relocated spouses often are not native speakers of the local language, do not know how to find a job in the local market, and lack the visibility with local employers to secure a job.

- Spouses are invited to attend sessions that provide local job market guidance and networking with peer spouses and HR professionals from nearby multinational corporations.

- In the Swiss network pilot, between 150 and 250 spouses of relocating talent from 30 other organizations typically attend each session.

Sample Dual Career Network Session Agenda

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
<th>Session 5</th>
<th>Session 6</th>
<th>Session 7</th>
<th>Session 8</th>
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</table>

30 Minutes
Presentation on Navigating Local Job Market
Local HR professionals and experts present on topics such as:
- How to write a CV
- How to find jobs in local market
- How to use social media in job search

30 Minutes
Breakout Sessions
- Personalized guidance from local HR professionals and experts
- Skills practice from presentations

30 Minutes
Networking
- Opportunities to meet:
  - HR professionals from other organizations in network
  - Local job search experts
  - Peer spouses

Session Evaluation for Participants

Impact
1. Has this session helped your overall job search? ___________________________________________________________________________________
2. Have you received a job interview as a result of this session? __________________________________________________________________________
3. Have you received a job offer as a result of this session? __________________________________________________________________________

Demographics
Age: _______________________________________________________________________________
Education ___________________________________________________________________________
Work Experience: _____________________________________________________________________
Personal Experience: ___________________________________________________________________
Job Types of Interest: __________________________________________________________________

Network Organizations Send HR Professionals and Job Openings
As a requirement of network participation, organizations provide session coordinators with a list of all current job openings to share with participants and are encouraged to send HR professionals to network and provide local guidance as well.
PARTNER WITH OTHER ORGANIZATIONS TO CREATE SELF-SUSTAINING SUPPORT NETWORK

Nestlé’s Self-Sustaining Dual Career Network
Swiss Network Pilot Example

1 Nestlé Identifies Need for Dual Career Network
✓ Contacts local Chamber of Commerce for list of multinational corporations with operations in area
✓ Invites organizations to help create network

2 Inaugural Session to Form Network
✓ Seven organizations attend with spouses of newly relocated talent to form International Dual Career Network.
✓ Organizations ask spouses what type of career support they need.
✓ Spouses volunteer to serve on Spouse Committee, which provides career support for peer spouses in network.1

3 Session Provides Career Support
✓ Spouse committee organizes session.
✓ Organizations rotate responsibility for hosting sessions.
✓ New spouses attend session and join network.

4 Spouses Report Improved Job Search and Support
✓ Word of mouth creates increased interest in network from spouses and organizations.

5 More Organizations Join Network
✓ More job openings available to spouses
✓ More spouses join network
✓ More spouses help coordinate subsequent sessions

Volunteers Find Own Replacements
When volunteers on the Spouse Committee find employment, they are responsible for identifying and transitioning their own successors.

1 Spouse Committee is composed of a President, Communications team, Logistics team, Network Strategy team, and KPI team.
Nestlé’s dual career network is growing rapidly to provide scalable career support to internationally mobile women’s spouses.

- In time, Nestlé expects the network to improve expatriation success and source talent.
- Due to the success of the Swiss network pilot, Nestlé is expanding the program globally.
- In partnership with Ernst & Young, Nestlé is hosting a conference of 30 to 40 organizations to expand the program into new cities.

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**INCREASED SPOUSE NETWORKS, INTERVIEWS, AND JOB PLACEMENT**

**Growth of Network**

<table>
<thead>
<tr>
<th>Number of Participants in Swiss Network Pilot</th>
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<tbody>
<tr>
<td>2011: 350</td>
</tr>
<tr>
<td>2012: 700</td>
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</table>

<table>
<thead>
<tr>
<th>Number of Organizations in Swiss Network Pilot</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011: 7</td>
</tr>
<tr>
<td>2012: 30</td>
</tr>
</tbody>
</table>

**Impact of Network**

<table>
<thead>
<tr>
<th>Percentage of Participants</th>
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</thead>
<tbody>
<tr>
<td>Agree Session Helped Their Job Search</td>
</tr>
<tr>
<td>95%</td>
</tr>
</tbody>
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**Interested in Joining the International Dual Career Network?**
Contact Sue Johnson, head of Gender Balance at Nestlé, at Sue.Johnson@nestle.com or +41-21-924-4720 to learn more about the global conference on 15–16 May 2012 at Nestlé in Vevey, Switzerland.

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1 Due to the rapid growth of the network, Nestlé expects this number to increase substantially as the network remains in place.
IMPLEMENTATION TIPS FOR SELF SUSTAINING DUAL CAREER NETWORKS

1. **Pilot the dual career network at one location before complete rollout.** Initiate the dual career network program for the location that is most critical for the organization. Use this pilot project to develop best practices and policies for rollout in other locations and to communicate successes.

2. **Establish “ground rules” on the role of network organizations.** Before asking organizations to join the network, clearly define their role and expected contribution for providing career support to spouses.

3. **Tap into skills and knowledge of previous spouse committee volunteers.** Even though members of the spouse committee appoint their successors once they find employment, they should be encouraged to share their skills and knowledge by personally mentoring and guiding new volunteers.
CHAPTER 3: CREATE A DIVERSE LEADERSHIP PIPELINE

CHALLENGE
Despite marginal improvements in organizations’ workforce diversity, organizational leadership remains homogenous.

Imperative 6: Improve the Leadership Value Proposition for Diverse Talent

- Cochlear’s Leadership Presence Program
- Nestlé’s Self-Sustaining Dual Career Network

Imperative 7: Neutralize Biases in Talent Management Decisions

- BBVA’s Gender-Blind HIPO Assessments
- Duke Energy’s Successor “Fit Scores”
- Cemex México’s Data-Driven Succession Planning
Organizations can never completely eliminate the conscious or unconscious biases individual leaders bring to talent decisions.

- The best organizations adapt talent processes to neutralize bias individual leaders bring, creating a participant-independent method for equitable talent decisions.

**DESPITE ORGANIZATIONAL EFFORTS, BIAS STILL EXISTS**

“**My Organization Has Policies and Programs That Promote Diversity in the Workplace**”

*Percentage of Employees*

![Chart showing percentage of employees who agree with the statement.](chart)

- 62% Agree

“**Senior Leaders Demonstrate a Commitment to Diversity**”

*Percentage of Employees*

![Chart showing percentage of employees who agree with the statement.](chart)

- 62% Agree

**“Discrimination Against Employees or Job Applicants Is Not Tolerated at My Organization”**

*Percentage of Employees*

![Bar chart showing percentage of employees across different countries.](chart)

- Singapore: 31%
- Malaysia: 31%
- India: 52%
- Australia: 53%
- Philippines: 53%
- South Africa: 53%
- New Zealand: 54%
- United Kingdom: 55%
- United States: 62%
- Canada: 62%


n = 9,626.

n = 9,377.
To improve female representation in leadership positions, BBVA modified its HIPO selection process to reduce opportunities for biased decisions.

- As a result of this minor modification, BBVA generated a 10% increase in female representation among its executive-level HIPO Pool.

**COMPANY SNAPSHOT**

**Banco Bilbao Vizcaya Argentaria**

Industry: Financial Services

2011 Sales: €33.2 Billion

Employees: 106,976

Headquarters: Spain

---

**GENDER-BLIND HIPO ASSESSMENTS**

**Challenge:** Low Proportion of Female Leaders

**Solution:** Diversify the Pipeline by Increasing Objectivity in HIPO Selection

**Impact:** Improved Female Representation in Leadership Pipeline

Gender Representation in Senior Leadership Positions, 2010

- 20% Women
- 80% Men

**Possible Root Cause:** Leaders’ unconscious biases

**HIPO Applications, 2010**

**Executive-Level HIPOs**

- 2010: 14%
- 2011: 24%

**HIPO Applications, 2011**

Identifying information (i.e., candidate’s name, gender, and age) is removed from applications so as not to influence the selection committee’s decisions.

---

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FOCUS MANAGERS ON FIT TO BUILD OBJECTIVITY

HR Successor Slate Evaluation

HR compares position-specific criteria against the qualifications of identified successors (e.g., competencies, work experiences) to determine a candidate’s “fit” with the position.

Successor Bench Strength Analysis

1. Managers submit list of successors for designated positions.
2. HR analyzes “fit” of designated successors for position.
3. HR runs query for alternate qualified successors based on position profile.
4. Candidates from both lists are considered in all talent reviews.

All examples are hypothetical.
## DATA-DRIVEN SUCCESSION PLANNING

Relative Weight Assigned to Components of Leadership Value

By Level

<table>
<thead>
<tr>
<th>Factors</th>
<th>Levels from the CEO</th>
<th>3 Levels (BU VPs)</th>
<th>4 Levels (BU Directors)</th>
<th>5 Levels (1st Level Managers)</th>
<th>6 Levels (2nd Level Managers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge</td>
<td></td>
<td>5%</td>
<td>8%</td>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td>a. Undergraduate Degree</td>
<td></td>
<td>0%</td>
<td>10%</td>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>b. Masters Degree</td>
<td></td>
<td>50%</td>
<td>40%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>c. Cemex International Management Program or Similar Business Training</td>
<td></td>
<td>10%</td>
<td>15%</td>
<td>20%</td>
<td>25%</td>
</tr>
<tr>
<td>d. Language Skills</td>
<td></td>
<td>40%</td>
<td>35%</td>
<td>30%</td>
<td>25%</td>
</tr>
<tr>
<td>2. Experience</td>
<td></td>
<td>15%</td>
<td>14%</td>
<td>13%</td>
<td>12%</td>
</tr>
<tr>
<td>a. International Experience</td>
<td></td>
<td>20%</td>
<td>15%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>b. Years of Experience in Function</td>
<td></td>
<td>25%</td>
<td>35%</td>
<td>50%</td>
<td>60%</td>
</tr>
<tr>
<td>c. Experience in Other Functions</td>
<td></td>
<td>25%</td>
<td>25%</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>d. Years of Experience at Cemex</td>
<td></td>
<td>30%</td>
<td>25%</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>3. Performance and Potential</td>
<td></td>
<td>50%</td>
<td>48%</td>
<td>47%</td>
<td>45%</td>
</tr>
<tr>
<td>a. Performance Against Objectives</td>
<td></td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>b. 360-Degree Competency Assessment</td>
<td></td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>c. Mastery of Current Position</td>
<td></td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>d. Growth Potential</td>
<td></td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>4. Personal Profile</td>
<td></td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
<td>25%</td>
</tr>
<tr>
<td>a. Management Styles, Interests, and Thought Preferences</td>
<td></td>
<td>60%</td>
<td>60%</td>
<td>55%</td>
<td>50%</td>
</tr>
<tr>
<td>b. Emotional Intelligence</td>
<td></td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>c. Problem-Solving Skills</td>
<td></td>
<td>0%</td>
<td>0%</td>
<td>5%</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Weights indicate relative importance of a factor to leader value:

- Low Weights—Low percentages are assigned to nondifferentiating factors that are a “given” or represent baseline requirements for a level of leadership.
- High Weights—High percentages are assigned to differentiating factors that are most important to leader success at a particular level and thus serve as key inputs in the assessment of those leaders.

Preparation

As a category, “Performance and Potential” factors represent the most important components of leader value across all levels of leadership because they are key indicators of likely future success.

“Personal Profile” factors represent the second most important components of leader value across all levels of leadership. In the absence of experience or other performance predictors, these behavioral attributes help assess a leader’s likelihood to succeed.

Action

A leader’s total score represents that leader’s relative value to the company compared to peers. Cemex México also aggregates this information to provide an assessment of overall bench strength.

Cemex México “weights” the relative importance of knowledge, experience, performance and potential, and personal profiles for different levels of leadership.
Cemex maps the required leadership attributes for an open leadership position against the attributes candidates possess to determine a job fit score for each candidate.

**The Best Fit**

Evaluation of Candidate Fit for Director Position

<table>
<thead>
<tr>
<th>Ideal Candidate Profile: Director Position</th>
<th>Potential Director Successor: Carmen Mendoza</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Attribute</td>
<td>Weight</td>
</tr>
<tr>
<td>Knowledge</td>
<td>8%</td>
</tr>
<tr>
<td>Professional Background</td>
<td>20%</td>
</tr>
<tr>
<td>Master Degree</td>
<td>30%</td>
</tr>
<tr>
<td>International Management Diplomas</td>
<td>20%</td>
</tr>
<tr>
<td>English Skills</td>
<td>30%</td>
</tr>
<tr>
<td>Experience</td>
<td>14%</td>
</tr>
<tr>
<td>International Experiences</td>
<td>15%</td>
</tr>
<tr>
<td>Years of Experience in Position</td>
<td>35%</td>
</tr>
<tr>
<td>Years of Experience in Other Functions</td>
<td>25%</td>
</tr>
<tr>
<td>Years of Experience at Cemex</td>
<td>25%</td>
</tr>
<tr>
<td>Performance and Potential</td>
<td>48%</td>
</tr>
<tr>
<td>Performance Against Objectives</td>
<td>40%</td>
</tr>
<tr>
<td>360° Competency Assessment</td>
<td>40%</td>
</tr>
<tr>
<td>Average</td>
<td>85%</td>
</tr>
<tr>
<td>Lowest Percentage</td>
<td>Minimum 50% Versus Position</td>
</tr>
<tr>
<td>Lowest Competency</td>
<td>Development of Others</td>
</tr>
<tr>
<td>Proficiency in Position</td>
<td>Advanced</td>
</tr>
<tr>
<td>Growth Potential</td>
<td>High</td>
</tr>
<tr>
<td>Personal Profile</td>
<td>30%</td>
</tr>
<tr>
<td>“Human Side” Total Score</td>
<td>70%</td>
</tr>
<tr>
<td>Style</td>
<td>70%</td>
</tr>
<tr>
<td>Interests</td>
<td>70%</td>
</tr>
<tr>
<td>Thought Process</td>
<td>70%</td>
</tr>
<tr>
<td>Emotional Intelligence Test Score</td>
<td>40%</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>116</td>
</tr>
<tr>
<td>Empathy</td>
<td>95</td>
</tr>
<tr>
<td>Interpersonal Relations</td>
<td>99</td>
</tr>
<tr>
<td>Objectivity</td>
<td>118</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>119</td>
</tr>
<tr>
<td>Control of Impulses</td>
<td>98</td>
</tr>
<tr>
<td>Wonderlic IQ Test Score</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Analysis of Job Requirements: Characteristics of the ideal candidate for a position are outlined for a set of company-wide factors against which potential successors are compared. Factors are weighted depending on the seniority of the leadership job.

Match Between Candidate and “Ideal” Profile: For each factor, a candidate may receive between 0 and 100% of the potential “score,” depending on how well he or she matches the ideal candidate profile for the position.

Job Fit Scoring: Candidates with total scores of 70% or higher for a particular position are more likely to be interviewed.
CHAPTER 3: CREATE A DIVERSE LEADERSHIP PIPELINE

Key Takeaways

1. Improve the leadership value proposition for diverse talent by aligning personal goals of diverse high-potential employees to leadership opportunities and helping reduce the personal sacrifices necessary to advance to leadership positions.

2. Supplement efforts to eliminate bias with process changes that neutralize the impact of bias on talent management decisions.
## CREATING COMPETITIVE ADVANTAGE THROUGH WORKFORCE DIVERSITY

### I Define Relevant Diversity and Inclusion Objectives

**Imperative 1:** Enable Regional Ownership to Address Organization-Wide D&I Challenges

**G4S’s D&I Assessment Tool**

**Imperative 2:** Assess and Incentivize Progress, Not Just Outcomes

**BAE Systems’ Incremental D&I MBOs**

### II Build a Diverse and Inclusive Workforce

**Imperative 3:** Use Trusted Sources to Expand the Pool of Diverse Talent

**BAE Systems’ Influencer Outreach**

**Imperative 4:** Hire for Inclusive Behaviors

**Sodexo’s Inclusion Competency Interviewing**

**Imperative 5:** Reinforce Inclusive Behaviors During Critical Moments

**Telstra’s Inclusive People Management Behaviors**

### III Create a Diverse Leadership Pipeline

**Imperative 6:** Improve the Leadership Value Proposition for Diverse Talent

**Cochlear’s Leadership Presence Program**

**Nestlé’s Self-Sustaining Dual Career Network**

**Imperative 7:** Neutralize Biases in Talent Management Decisions

**BBVA’s Gender-Blind HIPO Assessments**

**Duke Energy’s Successor “Fit Scores”**

**Cemex México’s Data-Driven Succession Planning**
SUMMARY

1 Define Relevant Diversity and Inclusion Objectives

- **Enable Regional Ownership to Address Organization-Wide D&I Challenges.** Most organizations identify organization-wide D&I goals to ensure consistent improvement across operations. The best organizations create regional ownership of progress against D&I objectives by enabling leaders to define locally relevant objectives within a centrally determined framework. To help accomplish these goals, organizations should identify business and HR strategies shared across operations and provide leaders with guidance on how to assess and embed diversity and inclusion in these processes across legislative, cultural, and operational environments.

- **Assess and Incentivize Progress, Not Just Outcomes.** Most organizations set global D&I standards or long-term objectives. But to most effectively drive D&I progress, local leaders need to be given incremental objectives that take into account differences in starting points and capabilities. To do this, organizations should work with local leaders to set feasible short-term outcomes and visible milestones to assess progress.

2 Build a Diverse and Inclusive Workforce

- **Use Trusted Sources to Expand the Pool of Diverse Talent.** Most organizations aim to achieve gains in their diversity recruitment efforts by better targeting, or making themselves more attractive to, diverse candidates. But because these gains can be lost when competitors adopt the same strategies, the best organizations focus on increasing the size of the diverse talent pool and attracting a larger share of this expanded pool. The best way to do so is to use trusted, personal sources of information, or influence career influencers, to draw diverse individuals into the talent pool and increase the attractiveness of the organization to those individuals.

- **Hire for Inclusive Behaviors.** Most organizations evaluate manager candidates for D&I knowledge and values to assess alignment with the organization’s D&I values. The best organizations assess manager candidates for past demonstration of inclusive behaviors to determine their likelihood to demonstrate these behaviors in the future. To help accomplish this goal, organizations should ask manager candidates to identify specific inclusive actions and experiences that demonstrate their history of inclusive behavior.

- **Reinforce Inclusive Behaviors During Critical Moments.** To foster inclusion, most organizations rely primarily on D&I training—which improves the perceived value of inclusion, but does not result in a more inclusive work environment. Instead, organizations can realize a “reinforcement dividend” of improved and sustained inclusive behaviors by reinforcing inclusive manager and peer behaviors during critical moments in the employee life cycle, such as onboarding sessions, meetings and projects, performance conversations, and long-term development conversations.
Create a Diverse Leadership Pipeline

- Understand and promote the leadership value proposition that is attractive to diverse high performers. Most organizations focus on improving the skill sets of diverse talent to increase minority representation in the leadership pipeline. However, even with the right skills, these employees often don’t see a match between themselves and their perceptions of what is expected from leaders at their companies. The best organizations improve the leadership value proposition for diverse talent by aligning personal goals of diverse high-performing employees to leadership opportunities and helping to reduce the personal sacrifices necessary to advance to leadership positions.

- Neutralize Biases in Talent Management Decisions. Despite organizational efforts to eliminate conscious or unconscious biases affecting talent management decisions, some biases still remain. To neutralize these biases and eliminate the impact they can have on key talent management decisions, the best organizations modify talent management processes to increase the objectivity and equity of talent decisions.
D&I STRATEGY PRIORITIZATION TOOL

Use This Diagnostic Tool to Prioritize Action Steps Toward Improving Your Level of Workforce Diversity and Inclusion

<table>
<thead>
<tr>
<th>Imperative 1: Enable Regional Ownership to Address Organization-Wide D&amp;I Challenges</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your organization only operate in areas with similar diversity and inclusion challenges?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do local leaders have a shared understanding of organization-wide D&amp;I objectives?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do leaders know what specific goals need to be achieved at the local level to meet organization-wide D&amp;I objectives?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you have an effective mechanism in place to assess the local relevance of D&amp;I objectives?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Imperative 2: Assess and Incentivize Progress, Not Just Outcomes</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do business leaders at your organization know the specific actions they need to take in the next year to progress against long-term organizational D&amp;I objectives?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you have a good mechanism for comparing D&amp;I effectiveness across local business units?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are your business leaders fully committed to achieving organizational D&amp;I objectives?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Imperative 3: Use Trusted Sources to Expand the Pool of Diverse Talent</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you able to hire as many diverse employees as you would like?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you expect your diverse candidate pool to significantly expand in the coming years?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are your diversity recruitment strategies difficult for your talent competitors to emulate?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are you successful in generating positive brand awareness among new diverse entrants to the workforce?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Imperative 4: Hire for Inclusive Behaviors</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are your manager candidate assessments effective at predicting whether new hires will demonstrate inclusive behaviors on the job?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Does your organization find it easy to ensure new people managers adopt and maintain inclusive behaviors?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Imperative 5: Reinforce Inclusive Behaviors During Critical Moments</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are managers at your organization given specific guidance on how to demonstrate inclusive behaviors when onboarding new employees?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are managers at your organization given specific guidance on how to demonstrate inclusive behaviors during meetings and project work?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are managers at your organization given specific guidance on how to demonstrate inclusive behaviors when conducting performance conversations with employees?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are managers at your organization given specific guidance on how to demonstrate inclusive behaviors when conducting long-term development conversations with employees?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Imperative 6: Improve the Leadership Value Proposition for Diverse Talent</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are most diverse, high-performing, mid-level employees at your organization interested in rising to senior management?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do all employees, regardless of diversity, face the same challenges in following a leadership career path at your organization?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are dual careers easy for employees to navigate when following a leadership career path?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Imperative 7: Neutralize Biases in Talent Management Decisions</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are talent management decisions at your organization free of bias?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are talent management decisions made by managers at your organization evaluated for potential bias?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Prioritize the diversity and inclusion strategies for which you answer "No" to the most number of questions.
Appendix

Work-Life Preferences by Gender • p. 81
Engagement by Gender • p. 82
Global Diversity and Inclusion Benchmarks (Julie O’Mara and Alan Richter) • p. 83
Teacher and Career Advisor Resources (BAE Systems) • p. 96
Manager Guide: Improving Inclusion in Onboarding (Philips) • p. 100
Manager Guide: Improving Inclusion in Meetings and Projects (BNSF) • p. 102
Manager Guide: Improving Inclusion in Performance Conversations (Belgacom) • p. 103
Manager Guide: Improving Inclusion Through Mentoring Relationships (Syngenta) • p. 104
WORK–LIFE PREFERENCES FOR HIGH-POTENTIAL EMPLOYEES DO NOT VARY ACROSS GENDER

“I Would Like a Job with Better Work–Life Balance”
Percentage of High-Potential Employees

<table>
<thead>
<tr>
<th>Agree or Strongly Agree</th>
<th>Female HIPOs</th>
<th>Male HIPOs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>53%</td>
<td>58%</td>
</tr>
</tbody>
</table>

n = 5,802.
Employee engagement does not vary substantially by gender.

**EMPLOYEE ENGAGEMENT DOES NOT VARY ACROSS GENDER**

Components of Employee Engagement

*Scores on a 7-Point Scale*

Employee engagement does not vary substantially by gender.


<table>
<thead>
<tr>
<th>Component</th>
<th>Global Benchmark</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rational Commitment</td>
<td>5.3</td>
<td>5.31</td>
<td>5.45</td>
</tr>
<tr>
<td>Emotional Commitment</td>
<td>5.7</td>
<td>5.74</td>
<td>5.8</td>
</tr>
<tr>
<td>Discretionary Effort</td>
<td>5.82</td>
<td>5.83</td>
<td>5.87</td>
</tr>
<tr>
<td>Intent to Stay</td>
<td>4.09</td>
<td>4.13</td>
<td>4.12</td>
</tr>
</tbody>
</table>

n = 208,431.

GLOBAL DIVERSITY AND INCLUSION BENCHMARKS

Category 1: D&I Vision, Strategy, and Business Case

100%

- D&I has become embedded in the fabric of the organization and is not seen as an isolated program, but rather as a key value and a means to growth and success.
- All the major components of D&I, including vision, strategy, business case, goals, policies, principles, desired behaviors, and competencies, are regularly reviewed to leverage opportunities for organizational success.
- All employees and the board of directors demonstrate that D&I is aligned with and integral to organizational success.
- The organization credits accomplishment of its D&I strategy for contributing to its overall success.
- The organization is known as a leader in D&I and is frequently benchmarked for its D&I accomplishments.
- The organization’s strategy includes pioneering D&I components.

75%

- The spirit, as well as the requirement to embed equity, prevent harassment, reduce discrimination, and so forth, is fully supported. Violations of diversity-related policies are not tolerated.
- It is acknowledged by the majority of stakeholders that D&I is important for contributing to the success of the organization and it is “the right thing to do.”
- Organizational functions, locations, and market areas have a business case and annual goals based on their specific D&I-related needs and issues.
- D&I is included in organization-wide strategy meetings, including meetings on R&D, marketing, risk management, community involvement, and mergers and acquisitions.

50%

- The organization has examined its practices, requirements, and culture and created strategies to reduce barriers to inclusion.
- D&I is defined broadly.
- A compelling D&I vision, strategy, and business case has been communicated to all employees. It enables the achievement of organizational goals and the multiple ways the organization benefits from D&I.
- D&I individual behaviors and expectations that help achieve the strategy are known by all employees.
- Annual D&I qualitative and quantitative goals that include input from a variety of internal and external stakeholders, are in development.

25%

- There is no articulated D&I vision, strategy, business case, goals, policies, principles, desired behaviors, competencies, or program.
- There is no linkage of D&I to the vision, mission, and goals of the organization.

0%

- If a D&I strategy exists, it is limited to human resource functions.
- Diversity is narrowly defined, referring to only a few disadvantaged or underprivileged groups. The focus is primarily on numbers of people from various groups represented at different organizational levels.
- Equal opportunity, compliance, disability access, age discrimination, or other diversity-related policies have been communicated to prevent damaging legal action and publicity.

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GLOBAL DIVERSITY AND INCLUSION BENCHMARKS (CONTINUED)

Category 2: Leadership and Accountability

100%

- Management performance, pay, bonuses, and promotions are tied to a variety of D&I indicators. Leaders are accountable for implementing the D&I strategy.
- Senior leaders are seen as change agents and role models and inspire others to take individual responsibility and become role models themselves. They routinely discuss the importance of D&I as a core organizational strategy, and provide consistent, visible leadership.
- Leaders and board members publicly support diversity-related initiatives, even if they are perceived to be controversial.
- Leaders and board members understand that the work of D&I is systemic and designed to strengthen the organization’s culture. They are owners, not just sponsors, of the organization’s D&I work.
- In surveys, a large majority of employees across a range of diversity dimensions rate their leaders as treating them fairly and inclusively.

75%

- All employees are involved in D&I initiatives; rewards and/or recognition are given to D&I champions and advocates.
- Everyone takes individual responsibility for achieving what the organization expects of them regarding D&I. All employees are held accountable for demonstrating behaviors and taking action to help achieve the organization’s D&I goals.
- Leaders support and are actively involved in diversity networks and advocate for the development of non-traditional talent.
- Leaders make internal and external speeches or statements relating to D&I to a variety of groups.
- The board of directors is diverse, engaged in D&I issues, and holds the leadership team accountable for achieving the D&I vision aligned with organizational goals.
- Leaders receive coaching in D&I and provide coaching to others.
- Managing D&I is considered an essential leadership competency.
- Most leaders in the organization can articulate the D&I strategy, business case, and goals, including how D&I enables the achievement of the organization’s vision, mission, and goals.

50%

- Leaders view managing D&I as one of their responsibilities.
- Senior leaders willingly make speeches and public statements, but these are usually limited to diversity-specific functions, projects, or events.
- Senior leaders sponsor diversity networks.
- Leaders understand that D&I is about treating people fairly rather than the same (equally) and strive to accommodate differences; tolerance is understood as both not giving and not taking offense on the part of self and others.

25%

- Leaders accept some responsibility for D&I, especially as it relates to equal opportunity.
- Leaders require instructions and/or scripts to discuss D&I.
- Reactive measures are taken to deal with difficult D&I situations.

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GLOBAL DIVERSITY AND INCLUSION BENCHMARKS (CONTINUED)

Category 3: Infrastructure and Implementation

100%
- The senior D&I professional is a member of the senior management team, is treated as an equal partner, and serves as a diversity coach to its leaders.
- Employee teams or change agents exist throughout the organization to advise on and drive D&I change efforts. They are rewarded and compensated for their work.
- D&I councils/committees work collaboratively with D&I professionals, the senior management team, and labor unions.
- Diversity networks are treated as business partners and are engaged to support organizational goals. They may advise on marketing, recruitment, risk management, and so forth.
- The organization lives its D&I values; it supports the raising of issues, concerns and opportunities, and encourages ideas from all employees.

75%
- There are adequate resources and a structure designed to assure full implementation of the organization’s D&I strategy and plans. Even if D&I staff is decentralized they are in alignment with implementing the organization’s strategy.
- The D&I function is headed by a senior leader who regularly interacts with the board of directors, and is supported by a knowledgeable staff of professionals, adequate for the size and goals of the organization.
- Diversity networks have access to the organization’s senior leaders and decision-makers.
- D&I councils/committees in departments or divisions exist, and are in alignment with the organization’s strategy.
- D&I professionals are viewed as change agents and, as such, collaborate with other organizational functions.
- If the organization has labor unions, they are fully engaged in the D&I effort.

50%

0%
- There is no organizational infrastructure or budget for D&I.
- No one in the organization has formal responsibility for addressing diversity issues.

25%
- D&I functions are performed as an additional, secondary duty of human resources and/or legal staff.
- Informal diversity networks and D&I committees may exist, but they have no real power or influence in the organization.
- There is little awareness in the organization about the role and functions of the D&I team.
- Leaders with disadvantaged or underprivileged backgrounds are assigned to lead D&I initiatives and programs in addition to their regular jobs.

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GLOBAL DIVERSITY AND INCLUSION BENCHMARKS (CONTINUED)

Category 4: Recruitment, Development, and Advancement

100%

- The organization’s talent development processes have resulted in equitable recruitment, retention, advancement, and a pervasive feeling of inclusion. D&I is embedded in all parts of the organization.
- The overall workforce crossing all levels and functions is generally representative of the organization’s labor market; it manifests the perspectives and behaviors needed to serve diverse markets.
- The organization’s reputation for quality D&I efforts makes it an employer of choice, enhancing its ability to attract and retain employees who contribute to outstanding organizational results.
- Talent is developed and advanced based on competencies most needed for the organization. Doing so usually results in diverse senior leadership.
- High potential diverse talent is provided with internal coaches, mentors and external coaching opportunities to maximize performance and careers within the organization.

50%

- Recruitment sources are diverse, including advertising on diversity-focused career websites, using social media and networking with internal and external diversity groups.
- Recruitment and selection panels are representative of the diverse population the organization wants to attract and advance.
- Employees are in jobs based on meeting job requirements, rather than based on stereotypes, preferences or traditions.
- Special efforts are made to place members of underutilized or underprivileged groups in positions that serve as “leader systems” or pipelines for advancement.
- The talent management process including succession planning focuses on competencies, potential, and qualifications. Leaders are aware of potential bias and integrate D&I goals into talent management.
- Employees are able to consider development opportunities and positions outside their current functional, technical or professional area.
- Development through self-assessment, coaching, mentoring, serving on task forces, participating in significant and visible projects, and receiving special and relief assignments, is encouraged, facilitated, and open to most levels and functions.
- Design and delivery of development programs ensure employees are exposed to a variety of cultures, markets, values, and practices.

25%

- The workforce is beginning to reflect the diversity found in the organization’s labor market, but there is still underutilization of certain groups in senior positions and some concentration of similar groups within certain functions.
- Hiring managers are educated in understanding cultural differences and the impact their biases may have on talent management decisions.
- External search firms are selected based on their expertise in presenting diverse slates of candidates.
- The organization offers a variety of training and development programs including job rotation, cross-training, and apprenticeship, and encourages employees to take advantage of them.
- Performance improvement and training and development professionals are knowledgeable about D&I issues.

0%

- There is no special effort to recruit, select, advance, or retain employees from disadvantaged or underprivileged groups.
- There is a culture of assimilation that requires employees to fit into the existing culture.
- The hiring focus is based on representation and meeting equal employment opportunity goals or targets.
- Firms contracted with for recruiting are not knowledgeable about diversity recruitment and do not provide diverse slates.
- Advertising states that the organization is an equal opportunity employer, but in actuality that may not be the case.
- The majority of talent management decisions are made without consulting employees or considering employee preference.
- Recruiting and access to training and development is not equitable.

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GLOBAL DIVERSITY AND INCLUSION BENCHMARKS (CONTINUED)

Category 5: Benefits, Work-Life Balance, and Flexibility

100%

- Leaders are equipped with the skills to respond to requests for flexibility and visibly model work-life balance.
- Part-time, job-sharing and flexible work arrangements are available for all appropriate positions. Their use, which leaders encourage, does not negatively impact career development or progress.
- The organization accepts diversity in language, dress, physical appearance, non-traditional schedules and leave as fully legitimate.
- A full range of flexible benefits and services, including education and counseling, are provided based on employee needs, wants, and the organization’s financial ability to provide them.
- Significant others and same-sex partners are included in organizational benefits that only previously included spouses of the opposite gender.
- Based on research and assessment, benefits and services are adapted to changing conditions and innovative ideas. Examples include: compensation and scheduling based on performance and results only; providing pay differentials to equalize unfair taxes; and supporting the transition of transferees.

75%

- Paid leave, beyond what is legally required, is provided when family needs make it necessary. This may include the needs of parents, domestic partners, civil relationships, children, and adult dependents.
- Work-at-home and part-time arrangements are allowed for select positions. Some job-sharing and part-time work may be permitted. The culture is accepting of those who work flexible schedules.
- Health and fitness benefits include education, clinics, fitness centers, employee assistance programs, and preventive care.
- Family-friendly services include subsidized child- and elder-care (on-site or outsourced), lactation rooms, emergency care, and other services as needed.
- Accessibility and accommodation for people with disabilities is implemented and fully supported.
- Benefits and services are packaged and communicated in culturally sensitive ways, taking culture, language, and accessibility into consideration. The organization tests to ensure all groups understand offered benefits and services.
- There are criteria for flexible work practices to guard against perceived innovation and inconsistencies on the part of those granting permission.

0%

- Only legally required employee benefits and services are provided.
- Little or no schedule flexibility or work leave is provided.
- Work schedules and workplace rules are defined based on management’s preferences and traditions of ‘normal’ and ‘appropriate.’

25%

- Benefit programs are “one-size-fits-all” and their value or relevance to employees is not monitored.
- Child- and elder-care needs are seen as an employee responsibility that should not intrude in the workplace.
- Work schedules are determined by management and are inflexible and compliance-driven. If accommodation is made, they are applied inconsistently and perceived as favoritism.
- There is some flexibility in allowing employees to personalize their workspaces and their dress.

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GLOBAL DIVERSITY AND INCLUSION BENCHMARKS (CONTINUED)

Category 6: Job Design, Classification, and Compensation

100%

- The organization has equitable compensation and classification practices.
- Innovative job design results in employees being paid for performance rather than “outfit at time,” enabling them to work flexibly based on their needs and wants.
- Inequitable past compensation systems such as gender-based pension enrollment dates that may have resulted in current inequities have been addressed and individuals compensated.
- Reward and compensation systems have been designed specifically to reduce bias in recruiting, hiring, retention, and advance the development of high-performing talent.
- For corporations, stock options and profit sharing are offered fairly throughout the organization.
- The organization utilizes balanced scorecards or similar methods as part of its compensation system to ensure that bias is reduced.

75%

- Classification and compensation systems have been modified to address hidden biases and assumptions, and to ensure equity.
- Job requirements and descriptions are clear and not confused by non-performance factors such as style, gender, school graduated from, religion, age, or appearance preferences or traditions.
- There is increased acceptance of flexibility and variety in job design to accommodate employee needs for part-time work, working non-standard hours, and taking leave for lifestyle or other reasons.
- The organization ensures that an annual pay gap analysis is conducted to confirm that biases based on race, age, gender, function, and other potential equity issues do not reappear.

50%

- Jobs are designed to accommodate individual as well as organizational needs.
- The organization systematically reviews its job descriptions, classifications, qualifications, and compensation for obvious forms of bias and adverse impact.
- Classification, grading, and compensation/remuneration systems are widely communicated to and understood by employees.
- Analysis and design of jobs has resulted in some flexibility for some groups, such as younger workers, parents of young children, people with elder-care responsibilities, people with disabilities, or semi-retired persons.

25%

- The organization lacks systematic methods for classifying jobs or determining employee compensation.
- Some jobs are stereotyped or thought to be “a better fit” for certain groups, such as men, younger workers, or people with disabilities.
- Some written procedures exist for classifying jobs and determining compensation, market analysis and supervisors’ discretion are the major determinants.
- There is a policy or guideline stating that equal pay for equal work is the norm, but the organization does not conduct analysis to ascertain if the practice is followed.

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## Category 7: D&I Education and Training

### 100% possibility:
- D&I training and education includes a learning reinforcement, application and sustainability strategy.
- D&I training and education is an ongoing, multi-year, developmental curriculum that takes leaders through various stages of learning, applying, and leading D&I.
- Learning is customized on an ongoing basis to meet changing local priorities and challenges, ensuring that it is not global at the expense of local relevance.
- D&I education resources, including an extensive up-to-date library, use a variety of innovative learning methods that are accessible to all, fully supported by the organization, and shared externally.
- D&I is woven into all training and education and is tied directly to the organization’s strategy, vision, and values. It provides employees and leaders at all levels with D&I concepts, knowledge, and skills needed to demonstrate the organization’s D&I behaviors and competencies and achieve its vision and goals.
- Challenging and sometimes controversial issues related to D&I, such as racism, sexism, ageism, homophobia, and unconscious bias are addressed firmly and with sensitivity, conviction, and compassion.

### 25% possibility:
- Training on D&I is brief and focused on educating employees on policies and meeting legal requirements.
- Persons designing and delivering training do not have specific expertise in D&I.
- D&I training and education offered in primarily “off-the-shelf” programs that are not tailored for local needs and issues.
- A small resource library of diversity-related books, videos, eLearning, and other tools are available to assist leaders in addressing D&I issues.

### 0% possibility:
- There is no formal D&I education or training.
- There is no D&I knowledge, understanding or awareness.

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GLOBAL DIVERSITY AND INCLUSION BENCHMARKS (CONTINUED)

Category 8: Assessment, Measurement, and Research

100%

- In-depth D&I assessments covering behavior, attitude and perception are conducted for the overall organization and within divisions.
- D&I measures are included as part of the organization’s overall scorecard, linked to the organizational strategy, and tied to incentive compensation.
- Many D&I-related research projects are conducted to address specific concerns and challenges, including broad issues like social responsibility, marketability, sustainability, human rights, and labor rights.
- Leaders provide input to all facets of managing the D&I process, from needs assessment to evaluation, using practices such as 360-degree feedback and employee opinion/engagement surveys.
- Leaders of the organization can articulate the impact and return on investment of all components of its workforce and marketplace D&I initiatives.

75%

- Integrated, multi-technique approaches to monitoring and evaluating D&I goals are conducted; a D&I return-on-investment study has been conducted for at least one high-impact D&I initiative.
- Organizational culture is monitored through cultural audits using diversity dimensions to uncover critical risk factors.
- Leading indicators (that predict what will happen, such as employee opinions and employee participation in decisions) are more important than lagging indicators when measuring D&I work.
- Research on specific diversity dimensions, issues, interactions, and systems is conducted for both internal and external purposes. The organization invests in research to study D&I.
- Employees are measured on their performance based on D&I goals set by the organization.
- The organization regularly reviews D&I benchmarks, both within and across industries, sectors, and implements plans to make progress toward meeting them.

50%

- Diversity-specific instruments and techniques (such as a scorecard) are used to assess progress on specific D&I issues, as well as the impact of D&I goals on other organizational programs and current and future goals.
- Input from employees, former employees, and customers shapes initiatives, monitoring, and evaluation.
- Leaders are individually measured on the execution of D&I goals specific to their areas of responsibility.
- Internal and external best practices are studied and benchmarking with similar organizations is undertaken.

25%

- Some feedback on D&I is solicited in employee and customer surveys, market research, internal reviews, and climate studies, but there is little follow-up or consequences for lack of performance.
- Representation of women and other groups, if required by law, is monitored.
- Measurements are primarily based on lagging indicators (what has already happened in the organization, such as turnover, lawsuits, and complaints).

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GLOBAL DIVERSITY AND INCLUSION BENCHMARKS (CONTINUED)

Category 9: D&I Communications

100%

- The organization’s external website prominently includes information about its D&I vision, strategy, goals, and results.
- Alternate forms of communication are in place for employees, customers, applicants, and others who do not have electronic access or who have disabilities.
- The organization realizes the positive role of D&I events and celebrations as teaching tools and works to maximize their impact. Some events are attended by people outside the organization.
- Communications professionals and speechwriters are educated about D&I and weave those messages into general organizational communication.
- The organization’s communication functions support business, employee communications, public relations, and marketing communications consistently highlight D&I and share successes in internal and external communications.
- Although employees are expected to access information on D&I on the organization’s website, information is also sent frequently and systematically to employees, and is presented prominently.

75%

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- Although employees are expected to access information on D&I on the organization’s website, information is also sent frequently and systematically to employees, and is presented prominently.

50%

- The organization sponsors a forum for employees to discuss diversity issues and provide input to the organization.
- Through a variety of methods such as a website, newsletter, email, and events, employees learn about the D&I vision, strategy, and goals.
- Most D&I events include some elements beyond cultural cuisine and celebration.
- The organization weaves D&I into many aspects of organizational communications.
- Translations are provided when needed.
- The diversity of the target audience is taken into account and communication reflects an understanding and appreciation of gender differences, cultural nuances, and so forth.

25%

- Some leaders talk about D&I informally.
- Someone in human resources or management occasionally reminds employees about policies and compliance requirements.
- Communication is done by a council, task force, or network, and covers general awareness and cultural events.

0%

- There is no formal communication about D&I.
- Discussions on D&I are seen as risky and are avoided.

GLOBAL DIVERSITY AND INCLUSION BENCHMARKS (CONTINUED)

Category 10: Community, Government Relations, and Social Responsibility

100%

Financial resources as well as employee time and labor are provided for a variety of community projects; employees may be compensated for the time they volunteer for community involvement.

Facilities are located to serve and promote economic growth of the whole community, particularly communities that have historically moved, or are presently in the greatest need.

The organization leads in supporting and advocating for diversity-related interests in government and societal affairs.

The organization is generous in supporting and assisting other organizations in their diversity initiatives and in promoting the advancement of D&I in the community.

Corporate social responsibility is treated as more than philanthropy: It is perceived as a core function and is mainstreamed into organizational strategy. The organization’s business is understood in terms of its impact on society.

The organization provides thought-leadership on D&I and shares its success in publications and presentations.

In connecting diversity with human rights, the organization speaks out on the issue and ensures that all its stakeholders support human rights.

The organization supports key documents such as the Universal Declaration of Human Rights and the Global Compact, and reflects this in both heart and in action.

75%

The organization thinks systematically, analyzing its social responsibility and investment policies (if for-profit) to consolidate initiatives.

Community involvement reflects long-range planning and supports all segments of the population. It solicits input and involvement from diversity networks and from a wide range of its own diverse employees.

Scholarship and internship programs that positively impact both the community and its future labor force have the organization’s support.

The organization encourages the contribution of volunteered employee time and ideas to the community: it may provide funds to organizations where employees are involved, and benefits from the D&I learning employees gain.

The organization connects D&I with ethics, supports social justice and strives for inclusive growth, social cohesion, environmental sustainability, and economic development.

50%

An effort is made to involve the organization with a variety of groups that support the community.

The organization addresses social issues related to its mission and publicizes its social responsibility policy.

Long-range community development plans are formulated with various groups, including local governments and community leaders.

Local, unsung community heroes are celebrated by the organization.

25%

There is some involvement in societal issues generally considered non-controversial, but it is motivated by public relations objectives and/or tax reduction.

There is some involvement with the community, schools, and/or local government projects.

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GLOBAL DIVERSITY AND INCLUSION BENCHMARKS (CONTINUED)

Category 11: Products and Services Development

- The product-development cycle recognizes diversity from the outset. It doesn’t merely “translate” or “adapt” products and services first developed for the majority or male errors based on stereotypes.
- Almost all teams involved in the ongoing development of products and services are diverse and include customers, non-customers, and community representatives.
- The organization shows the vital link between diversity and innovation, consistently leveraging D&I to increase product and service innovation.
- Culturally-sensitive services, such as engaging a traditional healer in a hospital, are provided even though such practices may not be accepted by the dominant culture.
- Universal design is integrated throughout the product development cycle.
- The organization sees a strong connection between D&I and product sustainability, and supports bio-diversity initiatives.

- Changes in demographics, values, and lifestyles are anticipated and served.
- Product adaptations for people from various groups are made (e.g., Shariah-compliant financial products, products for left-handed users, adaptations for people with disabilities, and so forth).
- The organization is sensitive to the religious views, values, and cultural norms of various countries and communities and develops products and services considered appropriate for those customers.
- The organization leverages diverse teams knowing that it will greatly improve the quality and innovation of products and services.
- Employee resource groups are involved in product and services development.

- Products and services are analyzed for their value to all current and potential customers and tailored appropriately.
- Staff and/or consultants with expertise in diverse market segments are involved in product development and the revision of services or the creation of new ones.
- Diverse product-development and service-analysis teams are recognized as having innovative ideas that enhance products and services.

- No effort is made to assess if differences should be designed into products and services for current and potential customers.
- Focus groups do not include a diverse population of employees or potential customers.

- Research and product testing help analyze how different customer groups and cultures may use the organization’s products and services.
- There is some conversation about altering some products and services based on customer demographics.

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GLOBAL DIVERSITY AND INCLUSION BENCHMARKS (CONTINUED)

Category 12: Marketing, Sales, Distribution, and Customer Service

The organization uses sophisticated market analysis techniques on an ongoing basis to understand its diverse customer base.

The organization is keenly aware of the needs, motivations, and perspectives of diverse customer groups and successfully adapts marketing, sales, and distribution strategies to meet these needs.

It is expected that the diversity and heterogeneity of customers will likely increase over time, and the ability to successfully serve these differences is continuously reviewed and improved.

To most effectively speak to target audiences, the organization uses a systemic, universal marketing and customer service approach that can be adapted within and across countries, regions, cultures, language and other diversity dimensions.

Sales and customer service training reflects D&I by providing guidelines to respectfully address specific customer needs, interests, and comfort levels.

Diverse groups of customers and potential customers are surveyed on needs and satisfaction. The results shape marketing, sales, distribution, and customer service strategies.

While outside D&I expertise may be used, the organization leverages the marketing, sales, distribution, and customer service expertise of its diverse staff.

Marketing, advertising, public relations, and all customer contact methods do not perpetuate stereotypes.

Most marketing and customer service staff members have expertise in all dimensions and aspects of D&I, including linguistic diversity and reducing hidden bias.

The organization assumes its market is homogeneous.

Advertising and publicity may perpetuate stereotypes and traditional roles.

Customer service, distribution, and sales ignore differences in customer needs and country or regional infrastructure.

There are some attempts to help different groups learn about the organization and its products.

Some attempt is made to reach customers by using market-segment-specific media.

Market test groups are diverse and encouraged to evaluate products and services for various groups and cultures.

Agencies and consulting services with expertise in diversity regularly provide advice.

Marketing, advertising, and public relations reflect diversity and are positioned to reach diverse markets.

The organization recognizes some broad differences among its customers and attempts to understand them.

Products and services are marketed somewhat differently to different groups; advertising, however, is merely translated rather than being culturally adapted.

GLOBAL DIVERSITY AND INCLUSION BENCHMARKS (CONTINUED)

Category 13: Supplier Diversity

The organization's suppliers are required to have a significant percentage of their business with diverse suppliers and to provide evidence that they are committed to achieving their own D&I goals.

Suppliers reflect the community's composition along a broad range of diversity dimensions.

The organization collaborates with its non-traditional suppliers to improve the supply chain and all aspects of supply management.

The organization acknowledges and promotes the benefits of excellent supplier relations meeting both its business and community/social goals.

The Supplier Diversity function is fully aligned with the D&I function, marketing, and all other related functions.

The organization procures both small and non-critical supplies as well as goods and services that are core to the business from non-traditional suppliers.

A supplier database includes information about the ownership of organizations that supply goods or services and how diverse its employees are.

Supplier diversity has become important to the organization and has dedicated resources (staffing and funding) to implement the supplier diversity strategy.

Input from non-traditional suppliers is included in the organization's supplier diversity program.

D&I education specific to supplier relations is provided to all staff who interact with suppliers.

The organization regularly participates in trade fairs, special advertising and seeks opportunities to inform non-traditional suppliers that the organization welcomes their business.

Policies and practices promote the use of suppliers who previously may have been excluded.

Diversity

The twenty first century continues to see an increase in technological and engineering advancements: including smart-phones, electric cars, high speed rail links and countless more.

Challenging Stereotypes Activity

In small teams ask your students to draw or describe a picture of an 'Engineer'. (This is a chance to be creative. Perhaps you could encourage the group to create a display for the classroom?)

Ask the students to explain their drawings or descriptions. Encourage your audience to discuss any stereotypes together. Do they all agree? Challenge engineering stereotypes.

Engineering and technology affect everyone...
Engineering Engagement Project

A Diverse Job Activity

Why not ask your Club what they think has been engineered? Write down their answers on the board or flipchart. Here are some to get you started:

**Music:** From MP3 players to stadium concerts, an engineer can help ensure the sound is as good as possible. Lots of people have a piece of cutting edge technology in their pocket; in the first three months of 2009, 22.7 million iPods were sold worldwide. If these had just been in the UK, one in every three people would now own an iPod.

**Cosmetics:** Nanotechnology may sound more suitable for science fiction, but in fact one of the most common uses is in sunscreen. Nano-sized particles (10⁻⁹ m) of zinc oxide are in sunscreen to reflect UV light away from the skin.

**Construction:** The tallest skyscraper in the world, the Burj Khalifa in Dubai (below), is 828 metres high (this is the equivalent of 75 double-decker buses laid end to end).

Engineering is diverse so we need diverse engineers. Looking at the working population of the UK (approximately 26.7 million people) less than 1% are registered as engineers. In 2010 of the 235,000 registered engineering professionals in the UK, only 3.5% were women (8,340). This means 0.03% of the working population are female registered engineers.

The UK will need to more than double the number of working engineers between now and 2017 with an estimated extra 587,000 needed (The Observer, November 2009).

This is a great opportunity to discuss the themes from the introduction.

Engineering in Context

Research evidence tells us that it is important for students, especially girls, to understand why they are doing something and to see how it contributes to society.

So providing a context or scenario with a positive message that is relevant to the students in your group will help them engage.

Engineering appears in so many contexts. See the ‘Mind Maps’ in the Introduction resource to help you explain the many relationships engineering has with our lives.

Role Model Activity – Mix and Match

Engineers can push the boundaries of what is possible and make the world a better and more exciting place to live.

Photocopy the role model profiles on the back of this resource and cut them out. Priya, Chloe and Simon are all STEM Ambassadors. There are lots of other profiles throughout the resources you can use too.

Challenge small teams to match up the profiles correctly.

Does this change their impression of engineers?

Useful Resource

Visit the Equality and Diversity Toolkit at: www.stem-e-and-d-toolkit.co.uk
More Information

For more information on the Engineering Engagement Project, visit the Royal Academy of Engineering site at www.raeng.org.uk

Checklist

Here are some things to remember when presenting to groups:

Names

- In presentations and activities, monitor the ratio of girls’ names to boys’ names.
- Use names that reflect all cultures. Ensure female names are equally put first.

Hints

- Example/references: Doris and Omar.
- When asking students questions, alternate between boys and girls.

Language

- Do not refer to unassigned engineers as “he.” Use gender-neutral language.
- Challenge cultural stereotypes. Can your audience relate to the activity?

Hints

- Use gender-neutral language.
- Remember it is important to speak to the teacher first to ensure your activity is suitable.

Skills

- Engineers use lots of different skills. They need to be creative and have good people skills.
- Engage students in dynamic and challenging activities.

Hints

- Ask your audience what they are looking for in a career.
- Ask your audience what they are looking for in a career.

Barriers

People can feel there are barriers stopping them from choosing a STEM career. Make a list of barriers which you think are hindering girls from pursuing a STEM career.

Ask your audience if they feel there are or have been any barriers stopping them from choosing a STEM career. A good way to do this is to use post-it notes for each barrier and to stick them to a board.

It is important to allow time for discussion and reflection during this activity – how can the barriers be overcome?

More Information

To see what other STEM Clubs are doing and to find all the Engineering Engagement Project resources visit www.stemclubs.net

There are more useful ideas at STEM Networking http://networking.stemnet.org.uk

Example/references

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I went to university at Imperial College, London. I studied Electrical and Electronic Engineering with Management. I now work in large teams with architects and lighting designers on some of the world's most innovative buildings. I love it.

My favourite project was the Chanel Mobile art Pavilion by Zaha Hadid. I travelled to Milan, New York and Tokyo with the project and worked very closely with the architects, façade designers, lighting designers, contractors and Chanel team.

I have a baby girl who is almost 2 years old – so she takes up most of my spare time – but I love fashion design and I have designed and made wedding/reception outfits for my clients for their special days as well as my own!
MANAGER GUIDE: IMPROVING INCLUSION IN ONBOARDING

Manager Guide to Delivering on Employment Value Proposition (EVP) Promises Across Onboarding

Alignment of Touchpoints Across Induction

1. EVP-Aligned Pre-Start Date Introduction
   - Pre-start CD-ROM
   - Personalized induction website
   **EVP Insight:** Once a candidate accepts an offer, Philips clearly shows how the organization will deliver on EVP promises across onboarding.

2. Building Early Career Networks
   - Accountable Buddies
   - Online “Yellow Pages”
   **EVP Insight:** Strong networks are a critical part of Philips’ EVP; the onboarding process facilitates cross-functional networking and holds staff accountable for new-hire buddy relationships.

3. Assessing Manager Delivery of Onboarding Tasks
   - Clearly defined accountabilities for new starts’ managers
   **EVP Insight:** Philips tracks delivery of six critical manager actions and behaviors across the onboarding period to ensure the delivery of the EVP for early career employees.

4. Aligning Early Career Management
   - Standardized learning curricula for all job families
   - Revised internal career website
   **EVP Insight:** Managers encourage new hires to access comprehensive learning resources from early in their careers to show how Philips can deliver on the EVP as they progress in their careers.

Engaged and Retained at Three Months’ Tenure

Learn More
Philips’ Life Cycle-Based EVP Delivery, CLC Human Resources

Company Snapshot
Royal Philips Electronics N.V.
Industry: Health Care, Lifestyle, and Technology Solutions
2011 Revenue: €22.58 Billion
Employees: 125,241
Headquarters: The Netherlands

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Creating Competitive Advantage Through Workforce Diversity 100
New hires complete evaluations throughout the EVP-aligned onboarding process.

- This creates accountability, and ensures that hiring managers and buddies fulfill their onboarding responsibilities.

**Manager Guide to Assessing New Hires’ Onboarding Experience**

<table>
<thead>
<tr>
<th>Type of Activity Monitored</th>
<th>“Yes/No” New-Hire Survey Questions to Establish Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>End of First Week</strong></td>
<td>■ Did your hiring manager provide you with a clear expectation of your job and its requirements?</td>
</tr>
<tr>
<td></td>
<td>■ Did your buddy guide you in understanding the company culture and values?</td>
</tr>
<tr>
<td></td>
<td>■ Did your hiring manager explain the Philips “Way of Working” to you?</td>
</tr>
<tr>
<td></td>
<td>■ Did your buddy guide you in understanding the company’s organizational structure?</td>
</tr>
<tr>
<td></td>
<td>■ Did your hiring manager explain how your business unit fits within the overall company structure?</td>
</tr>
<tr>
<td><strong>End of First Month</strong></td>
<td>■ Did your buddy facilitate the necessary networking with the appropriate people in the organization?</td>
</tr>
<tr>
<td></td>
<td>■ Did your hiring manager explain the performance evaluation system to you?</td>
</tr>
<tr>
<td></td>
<td>■ Did you sit down with your manager to set performance goals?</td>
</tr>
<tr>
<td><strong>End of Three Months</strong></td>
<td>■ Did you discuss training opportunities with your manager?</td>
</tr>
<tr>
<td></td>
<td>■ Did your manager sit down with you to create an individual development plan?</td>
</tr>
</tbody>
</table>
BNSF’s Tips for Preparing and Hosting Upward Feedback Sharing Sessions

**Tip 1: Manage the Session**
- How can I give them a quick review of the upward feedback process?
- How can I reemphasize why I think upward feedback is important?
- Did I thank them for giving me feedback and acknowledge the risks they took?
- How much time do I want to spend talking during the session, and how much time listening?

**Tip 2: Set a Positive Tone**
- How can I describe the process in which I determined my key strengths and key development areas?
- Am I being open about my areas of key strengths and key development opportunities?
- Am I willing to receive more feedback?
- Is everyone participating in the discussion and, if not, how can I include them?
- How can I avoid being defensive about the upward feedback I received from my direct reports?
- What emotions might I expect to feel during the session, and what might I expect my direct reports to feel?

**Tip 3: Establish a Course of Action**
- How can I focus on using the upward feedback in the long run?
- How can I solicit everyone’s feedback on potential action steps?
- How can I tell my direct reports how I plan to address key development opportunities?
- How can I use the support from my direct reports to assess and achieve my development goals?

Company Snapshot

**BNSF Railway Company**
- Industry: Rail Transportation
- 2011 Revenue: US$19.23 Billion
- Employees: 38,000
- Headquarters: United States

Learn More

Profiles of Coaching Programs and Tactics, CLC Learning and Development

This collection of case profiles provides tools and frameworks for improving the quality and consistency of manager coaching.

IN PERFORMANCE CONVERSATIONS
Manager Guide to Discuss Differences in Self and Downward Performance Review Ratings

Potential Talking Points for Framing Coaching Conversations

**If our assessment ratings differ, then I should frame our conversation on the following questions:**

- Why do you think our perspectives differ?
- Can you explain how you came to give yourself this rating?
- May I explain to you how I came to give you this rating?
- Are there specific examples you can share with me that demonstrate your effectiveness at this competency that I may not have taken into account?
- Are there specific examples you can share with me that demonstrate how you might fall short at this competency?
- Are there specific challenges you face in your day-to-day work of which I should be aware?
- How can we better communicate to ensure greater transparency and alignment in our perspectives?

**If our assessment ratings align, then I should frame our conversation on the following questions:**

- Can you explain examples of how you came to give yourself this rating?
- May I explain to you how I came to give you this rating?
- What ideas do you have for helping you further improve this development area even more?
- Would you be amenable to serving as a mentor for peers who struggle with a competency in which you demonstrate strength?

Learn More

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Company Snapshot

Belgacom SA
Industry: Telecommunications
2011 Revenue: €6.41 Billion
Employees: 16,370
Headquarters: Belgium

Managers help their direct reports learn from others’ diverse experiences and backgrounds by identifying mentors for them based on both commonalities and differences.

**Company Snapshot**

**Syngenta AG**

- **Industry:** Agriculture, Chemicals
- **2011 Revenue:** US$13.27 Billion
- **Employees:** 26,200
- **Headquarters:** Switzerland

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**Manager Guide to Difference-Based Mentoring**

**Mentor Matching Criteria**

- **Conversation Drivers**
  - These criteria should match between mentor and mentoree to create a successful mentoring relationship.

- **Connecting Criteria**
  - Establish common ground between the mentor and the mentoree to build the relationship.
    - Language
    - Mentor Has Previously Worked in Mentoree’s Future Location

- **Differential Criteria**
  - Connect emerging leaders to senior global leaders with different knowledge and perspectives from those in their direct networks.
    - Country of Operation
    - Function
    - Gender
    - Nationality

---

**Key Benefits for Mentorees**

- Ability to Build Networks with Senior Leaders Outside of Direct Network
- Cross-Cultural Knowledge
- Knowledge of Customers in Different Markets
- Cross-Functional Knowledge
- Knowledge About Organizational Processes

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1. Syngenta uses the term “mentoree” instead of “mentee” to further differentiate the difference-based mentoring program from traditional mentoring programs.

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Managers provide phased guidance to help mentors and mentorees build successful relationships.

MANAGER GUIDE: IMPROVING INCLUSION THROUGH MENTORING RELATIONSHIPS (CONTINUED)

Phased Mentoring Objectives
Illustrative Example

Introductory Phase
Objective—Identify common experiences and interests to build relationships.

Development Phase
Objective—Share mentoree’s business challenges faced in new markets and mentor’s past experiences.

Deepening Phase
Objective—Pilot suggestions and discuss needed adaptations.

Moving on Phase
Objective—Assimilate acquired knowledge and review achievements.

Mentoree
Sr. Manager
Finance, Singapore

Mentor
Head of Sales, Asia-Pacific

“I work with the Finance team based out of Singapore.”

“There are so many channels to go through here to get the information I need, and I’m not sure how to get things done. Clearly, there’s a different decision-making structure here.”

“I’ve started to get a sense of people I need to get in touch with for making decisions. But, I’m still struggling to get the required information.”

“I have worked in almost all continents, including Asia, and my primary area of focus is Sales.”

“In this country, deference is a really important cultural value. When I was working there, it took me a while to figure out who actually had the information I needed and who I needed to consult on the decisions I was making.”

“I found it helpful to get to know the people who had been in the office for several years. They could tell me who had the information I needed and how to quickly, but respectfully, get it. Is Gema still in the office there? She was my key contact for this.”

Principles for Effective Difference-Based Mentoring

- Conduct kickoff meeting for program participants to discuss objectives of program.
- Encourage mentoring pairs to meet at least one to two times a quarter, face-to-face or remotely.
- Encourage mentorees to share real business challenges with their mentors.
- Provide mentors with opportunities to discuss challenges that arise within mentoring relationships with each other.
- Provide mentors and mentorees with access to an external advisor to help build relationships across geographies and cultures.
- Conduct regular check-in and feedback sessions with all program participants.