Confident Diversity

A new approach to equality and diversity for tomorrow’s engineering leaders

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Equate Scotland
In 2016 Equate Scotland celebrates 10 years of supporting, recruiting and retaining women in STEM

In that time:
5710 women have been supported
267 companies have taken part in our work
425 1-2-1 career clinics have taken place
2101 women students have applied for placements
96 placement have been offered
What we do

**IMPROVE**
- Increase the participation of women in science, engineering and technology

**CHANGE**
- Create change in employment practice and workplace culture

**SUPPORT**
- Support the recruitment, retention, return and success of women
What we do

- Women
- Employers & Organisations
- Students
- Policy
U.Lab & U.Lab Scotland

Image: ottoscharmer.com
Confident Diversity
Intersectional Equality for Tomorrow’s Managers and Leaders

Employability SKILLS to manage in diverse environments

Equality and Diversity KNOWLEDGE

Today’s students are tomorrow’s employees, managers and leaders with influence on equality

UKSPEC: Engineering Council’s Professional Standards for Incorporated and Chartered Engineers & the Curriculum

Allison Johnstone, March 2016
Standard C3: Lead teams and develop staff to meet changing technical and managerial needs

Standards D2 & D3: Demonstrate effective interpersonal skills

Standard E4: Demonstrate a personal commitment to professional standards, recognising obligations to society, the profession and the environment
Pilot Study

- Partnership between Equate Scotland and Confident Futures at Edinburgh Napier University
- 4 x 2hr workshops
- 3rd Year Engineering students (electrical and electronic and engineering with management)
- Part of the Engineering Management Module
- Some part time, but mainly full time students
- Set within the context of engineering professional standards
- Researching the impact of this intervention
Research Findings

• 92% of students rated the workshop between 7 and 10 on a 10 point scale for usefulness
• Almost 90% identified new knowledge and learning
• Over 60% identified behavioural change that they were going to make
• Students’ average score for confidence in talking about difference and diversity rose from 6.4 prior to the workshop to 7.9 after
What are you going to do differently as a result of this workshop?

- “Treat people fairly instead of the same”
- “Consider everyone’s situation before passing judgement”
- “Notice my natural bias and re-evaluate”
- “Think about my preconceptions I have about people and identify team working traits clearly”
- “Think more before I act/speak”
- “Take more responsibility for equality and diversity”
- “Think more pragmatically about equality and diversity at work”
What new things have you learnt in this workshop?

- “Learned facts about the population in the workplace”
- “Diversity is important in the workplace”
- “The difference between positive discrimination and action”
- “How to interact better in the workplace”
- “How judgemental you can be”
- “There are still vast gaps due to gender and ethnicity”
- “I have learned how different people communicate”
- “Legal acts that protect us. To think again. How to deal with different types of people”
Reflection and Learning from the Pilot

• The importance of context within the engineering curriculum
• The richness lies within the discussion
• Building on the students experiences and questions brings alive what has the potential to be a dry topic
• Holding the space to allow all questions – only in bringing bias to the surface can it be addressed
• This is a tutorial activity, not a lecture
• Students appreciate discussion and interaction
Future Potential

• Subject areas beyond STEM through mapping against other professionals standards i.e. CIPD, General Teaching Council for Scotland, Nursing and Midwifery Council etc.

• Teaching in other educational settings

• Expansion of the model beyond education to support professional and leadership development within professional bodies.
Where are we now

- Exploring further embedding of material within engineering courses within School of Engineering and the Built Environment at Edinburgh Napier University
- Development of a project proposal with HEA
- Talking to professional bodies about the potential for the structural impact of this work
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