

In a blind resume study, male candidates were offered higher salaries, more mentorship, and were rated as more “**competent**” and “**hireable**,” than women, despite the candidates’ resumes being identical.¹⁷

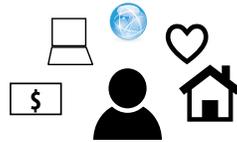
Several issues need to be addressed to **retain a diverse workforce**. The “old white boys’ club”³ that excludes others from informal networking, a lack of managerial awareness about diversity issues, poor work-life balance, and discriminatory behaviours against minority employees can dissuade all workers from being loyal to an employer in the long term.^{3,19}

Promoting diversity is not limited to gender; workplaces should be inclusive and welcoming to all.

The benefits of creating an inclusive workplace include low turnover, higher employee engagement, improved client relationships and satisfaction, stronger fiscal performance, and improved governance.^{4,5,6}

This paper highlights eight ways to recruit, support and retain a diverse workforce in organisations.

See work-life balance as an **investment** in your employees⁴



Offer **family-friendly** policies¹⁰



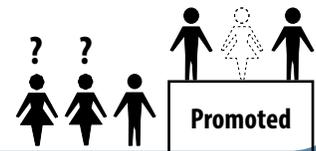
What policies does your organisation have?

Create and maintain clear policies on **promotions, retention, and work/life balance**, and **communicate** them to all employees



Flexible scheduling is vital for retaining **mid-career women**¹ and valuable to **all** employees¹⁵

Clear, well-documented, and equitable promotion and retention policies reduce **significant gender gaps**⁸



Which ones are priorities for your organisation?



Better management performance^{22,23}

Share priorities with staff, stakeholders & investors

Priorities



Access to a **broader talent base**²⁶

Understand and communicate the business case for diversity in your organisation



Increased **innovation capacity**^{24,25}

Stronger **financial performance**^{20,21,22}



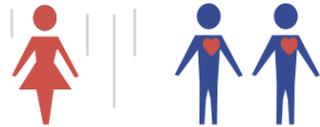
16% higher Return on Sales²⁰

Fortune 500 companies with more women on average perform better²⁰

26% higher Return on Invested Capital²⁰

Negative interpersonal experiences at work predicted **lower organizational commitment** and **life satisfaction** for women⁹

Anxiety Isolation
Poor self-efficacy Stress
Self-conscious



Men in exclusive and stressful workplaces, report having poor physical health, including heart conditions⁹

Monitor the working climate and **foster a positive, inclusive work culture**

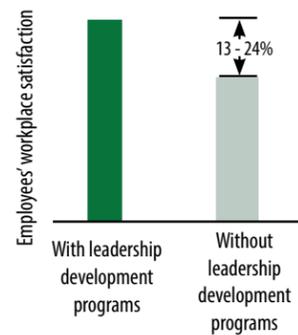
Have a **zero tolerance** policy for derogatory comments or actions³



Safe Space

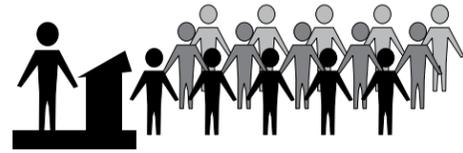
Provide **professional development opportunities** for all employees, on company time

LGBT employees are happier at organisations with **leadership programs**³



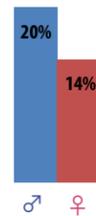
These programs also have positive effects for all employees, including more ownership, engagement, and co-operation²

Organisations tend to be self-replicating when hiring



Try the Implicit Bias test:
<https://implicit.harvard.edu/>

Identify and invite or sponsor women for **leadership positions**^{6,16}



Male mid-level employees are more likely than women peers to apply for a managerial role despite **only partially** meeting the job description¹³

Become aware of your **organisation's hiring tendencies** and your **subconscious biases**



Subconscious biases⁴ affect **everyday decision-making processes** (hiring processes, assumptions made about others)



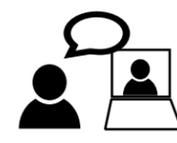
Set an example for embracing inclusivity in the workplace³

Non-traditional mentoring includes:¹¹

Speed Mentoring



Virtual Mentoring



Promote and establish **Mentoring Programs**⁴

Provides Access to:^{5, 8, 12}

Knowledge Support Diverse Mentors Networking



Establish structured diversity measures⁷

- ✓ Include diversity as part of all employee's reporting;
- ✓ Track diversity (ethically);¹⁰
- ✓ Reflect your commitment in marketing and communications;
- ✓ Report on progress

Set targets⁵



Do a **Diversity Audit** at your organisation¹⁰

Ensure every employee has an opportunity for advancement³

Assign **accountability for diversity** and track your progress¹⁰

Create a **culture of diversity**¹⁰

Build **Diversity Culture** with diversity shares at meetings



Think **safe**.

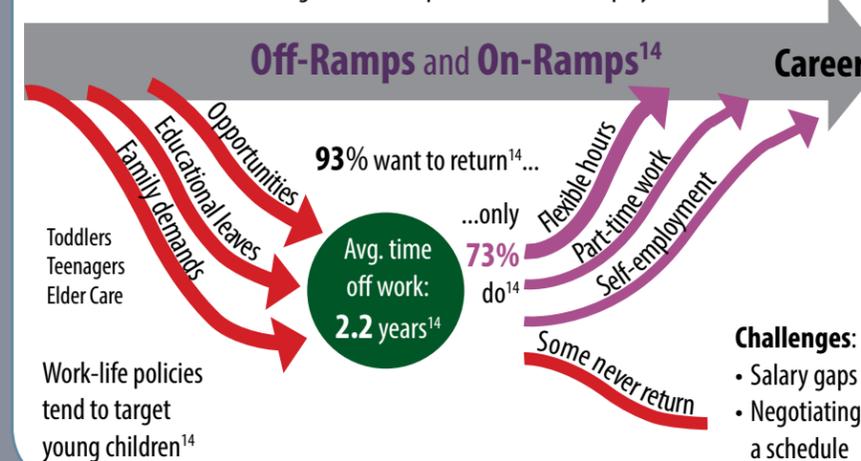
Safety comes from a **safety culture**;
Diversity comes from a **diversity culture**



Think **diverse**.

Why do women leave work?

60% of highly qualified women have **nonlinear** careers¹⁴
Historically, **24%** of highly qualified men also have nonlinear careers¹⁴
75% of the Millennial generation expect to have 2-5 employers in their life¹⁸



The Benefits of Change

Employees are more satisfied and committed when they have **positive work relationships** with managers and colleagues.³ By supporting diversity, managers and organisations can foster positive work cultures for all.

Committing to change can make a difference; UBC's Faculty of Science went from having **no women** in senior leadership positions from 2003-2007 to having **5/13** senior faculty positions held by women from 2007-2010.¹²

Managers should **celebrate their successes** and be open to a wide range of communication styles.¹ While the inequality gap tends to increase over time,⁸ taking direct action such as assigning accountability for diversity can lead to short and long term changes.

Training and feedback can be an effective method for eliminating managerial bias and inequality.⁷ Opportunities for technical and leadership development need to be available to **employees of all ranks**.¹

Allowing workers to off-ramp partially or completely and welcoming them back later **without penalty**, combating stigma and stereotypes by training staff to be self-reflective and deconstruct their own processes, and making organizational decision-making as transparent as possible helps build a **culture of diversity** within organisations.^{10,14} WEST is currently researching which specific policies best support gender diversity in the workplace.^A

References

1. Simard, C., Henderson, A., Gilmartin, S., Shiebinger, L. & Whitney, T. (2008). *Climbing the technical ladder: Obstacles and solutions for mid-level women in technology*. Anita Borg Institute and Clayman Institute for Gender Research. Retrieved from http://anitaborg.org/files/Climbing_the_Technical_Ladder.pdf
2. Politt, D. (2012). Leadership programme brings big benefits for Raytheon. *Training & Management Development Methods*, 26(5), 5109-5114.
3. Silva, C. & Warren, A. (2009). *Building LGBT-inclusive workplaces: Engaging organizations and individuals in change*. Retrieved from <http://www.catalyst.org/knowledge/building-lgbt-inclusive-workplaces-engaging-organizations-and-individuals-change>
4. Emerson, C., Williams, F., & Sherk, S. (2000). *Best practices for the retention of women engineers and scientists in the oil and gas sector*. New Frontiers, New Traditions National Conference for the Advancement of Women in Engineering, Science & Technology. Retrieved from <http://www.mun.ca/cwse/BestPractices.pdf>
5. Society for Human Resource Management. (2009). *Global diversity and inclusion: perceptions, practices and attitudes*. Retrieved from <http://www.shrm.org/>
6. Mattis, M. (2001). Advancing women in business organizations: Key leadership roles and behaviors of senior leaders and middle managers. *Journal of Management Development*, 20(4), 371-388.
7. Kalev, A., Dobbin, F., & Kelly, E. (2006). Best practices or best guesses? Assessing the efficacy of corporate affirmative action and diversity policies. *American Sociological Review*, 71(4), 589-617.
8. Kuske, R., Croft, E., Condon, A., Heckman, N., Hirsch-Jetter, C., Ingram, G., Maddison, W., McKenna, J., & van de Panne, Michiel. (2007). *An assessment of the working climate for science faculty at UBC*. Retrieved from <http://science.ubc.ca/faculty/diversity>
9. Hall, W., Schmader, T., & Croft, E. (2013). *Engineering equality: How negative interactions undermine the health and well-being of male and female engineers*. Paper presented at Society for Personality and Social Psychology Annual Meeting, New Orleans, LA, USA.
10. Cukier, W., Smarz, S. & Yap, M. (2012). Using the diversity audit tool to assess the status of women in the Canadian financial services sector. *The International Journal of Diversity in Organisations, Communities and Nations*, 11(3), 15-36.
11. APEGBC Women in Engineering and Geoscience Task Force. (2013). *Women in engineering and geoscience task force report*. Retrieved from <http://www.apeg.bc.ca/about/wiegtf.html>
12. Condon, A., Hirsch-Jetter, C., Parrish, K. & Peacock, S. (2011). *Equity and working climate initiative and outcomes pertaining to tenure-track at science: 2007-2010*. Retrieved from <http://science.ubc.ca/faculty/diversity>
13. Institute of Leadership & Management. (2011). *Ambition and gender at work*. Retrieved from <http://www.i-l-m.com/Why-ILM/Research-reports/Ambition-and-gender>
14. Hewlett, S.A. (2007). *Off-ramps and on-ramps*. Boston, MA: Harvard Business School Press.
15. Servon, L.J., & Visser, M.A. (2011). Progress hindered: the retention and advancement of women in science, engineering and technology careers. *Human Resource Management Journal*, 21(3), 272-284.
16. Davey, K. M. (2008). Women's accounts of organizational politics as a gendering process. *Gender, Work & Organization*, 15, 650-671.
17. Moss-Racusin, C. et al. (2012). Science faculty's subtle gender biases favor male students. *Proceedings of the National Academy of Sciences of the United States of America*, 109(41), 16474-16479.
18. PriceWaterhouseCoopers. (2008). *Millennial at work: Perspectives from a new generation*. Retrieved from <http://www.pointconsultinggroup.com/?portfolio=managing-tomorrow%E2%80%99-people>
19. Ghosh, P., Satyawadi, R., Joshi, J.P., & Shadman, M. (2013) Who stays with you? Factors predicting employees' intention to stay. *International Journal of Organizational Analysis*, 21(3), 288-312.
20. Catalyst. (2011). *The bottom line: Corporate performance and women's representation on boards (2004-2008)*. Retrieved from <http://www.catalyst.org/knowledge/bottom-line-corporate-performance-and-womens-representation-boards-20042008>
21. Adler, R. D. (1999). *Women in the executive suite correlate to high profits*. For European Project on Equal Pay. Retrieved from http://www.w2t.se/se/filer/adler_web.pdf
22. Brown, D. A. A., Brown, D.L. & Anastasopoulos, V. (2002). *Women on boards: Not just the right thing... But the "bright" thing*. The Conference Board of Canada. Retrieved from <http://www.conferenceboard.ca/>
23. Orser, B. (2000). *Creating high-performance organizations: Leveraging women's leadership*. The Conference Board of Canada. Retrieved from <http://www.conferenceboard.ca/>
24. Torchia, M., Calabrò, A., & Huse, M. (2011). Women directors on corporate boards: From tokenism to critical mass. *Journal of Business Ethics*, 102(2), 299-317.
25. Woolley, A., Malone, T. & Berinato, (2011). What makes a team smarter? More women. *Harvard Business Review*, 89(6), 32-33. Retrieved from <http://hbr.org/2011/06/defend-your-research-what-makes-a-team-smarter-more-women/ar/1>
26. Mannix, E., & Neale, M.A. (2005). What differences make a difference? The promise and reality of diverse teams in organizations. *Psychological Science in the Public Interest*. 6(2), 31-55.

Recommended Readings

1. Babcock, L. & Laschever, S. (2003). *Women don't ask: Negotiation and the gender divide*. Princeton, NJ: Princeton University Press.
 2. Hewlett, S. A. (2010, June). *Off-ramps and on-ramps revisited*. Harvard Business Review. Retrieved from <http://hbr.org/2010/06/off-ramps-and-on-ramps-revisited/ar/1>
- † WWest. (2013). *Unconscious Bias*. Retrieved from <http://wwest.mech.ubc.ca/diversity/>
- ‡ WWest. (2013). *Mentoring Works*. Retrieved from <http://wwest.mech.ubc.ca/diversity/>
- ‡ For more information, please see Engendering Engineering Success: <http://wwest.mech.ubc.ca/ees/>

About WWest 2015-2020

Westcoast Women in Engineering, Science and Technology (WWest) is the operating name for the 2015-2020 NSERC Chair for Women in Science and Technology (CWSE), BC and Yukon Region. Our mission is to promote science and to engage students, industry, and the community to increase the awareness and participation of women and other under-represented groups in science, technology, engineering, and mathematics (STEM). WWest works locally and, in conjunction with the other CWSE Chairs, nationally on policy, research, advocacy, facilitation, and pilot programs that support women in science and engineering.

About the 2015-2020 WWest Chairholder

Dr. Lesley Shannon P.Eng is an Associate Professor and Chair for the Computer Engineering Option in the School of Engineering Science at Simon Fraser University. Dr. Shannon studies computer systems design. She works in a rapidly growing field that combines custom computing hardware and software to design and implement application-specific computer systems for applications in a wide range of areas including robotics, machine learning, aerospace and biomedical systems, multimedia applications, and cloud computing. She teaches both undergraduate and graduate students in the area of Computer Engineering; she received the 2014 APEGBC Teaching Award of Excellence in recognition of her classroom and out-of-class mentoring activities and her contributions in leading a redesign of the School's undergraduate curriculum at SFU. Dr. Shannon has long been an advocate of increasing the diversity of students and workers in science- and engineering-related fields and was instrumental in developing programs to support a successful transition from high school into university.