



Social Mobility
Commission



Employer Masterclass: Data – what, why and how?

28 June 2022



Today's session

- **Introduction** – Paula Kemp, Head of Employer Engagement, SMC
- **Deep dive with** – Neil Morrison, Director of HR, Severn Trent plc
- **Your Questions**
- **Next steps ...** Resources and support

Workshop etiquette



Remain on mute



**Use the Q&A function
to ask questions**



**Webinar will be
recorded**



**Closed captions
available**

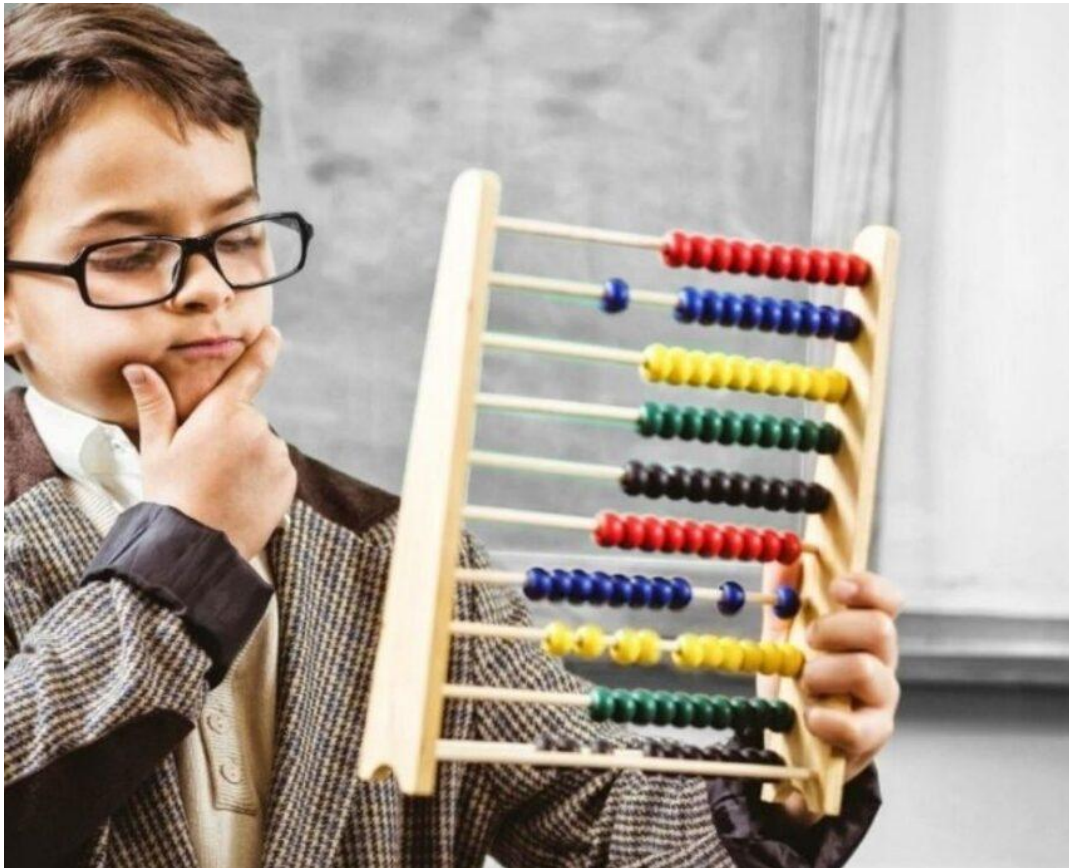


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So what is social mobility?

“Social mobility” refers
to the link between our
starting point in life, and
where we end up.





“Not everything that can be counted counts and not everything that counts can be counted”

William Bruce Cameron

Why collect socio-economic diversity data?



Without data how do you know what interventions are needed? How do you prioritise your activity? And how do you assess what is working and having an impact?



Many firms now collect data on socio-economic background from applicants and some regulatory bodies (e.g. SRA, ICAEW) request that data be reported.



More needs to be done with existing employees - 44% of employers who entered the 2021 SMEI are not asking any socio-economic background questions



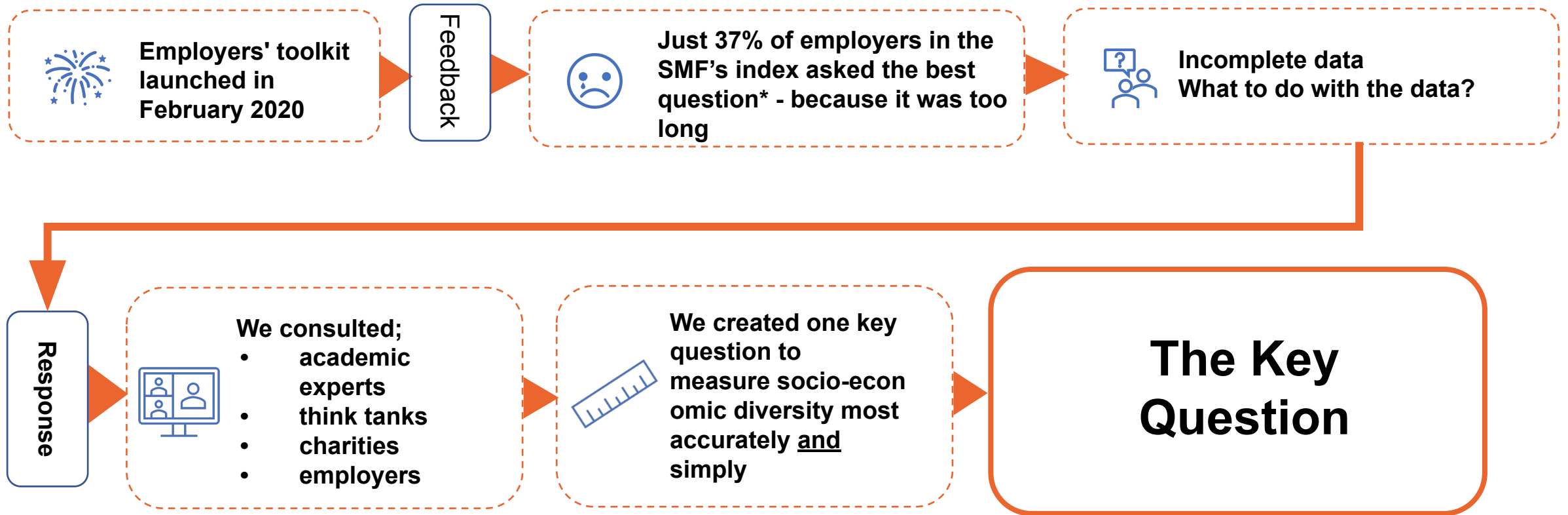
To collect alongside other diversity data – and map along the employee journey



Measuring your socio-economic diversity is critical to driving success.

But what exactly should you ask applicants, early in career hires and your workforce?

Our data question journey so far.....



Endorsed by our partners:



The Prince's Responsible Business Network



Step 1: Ask the question

What was the occupation of your main household earner when you were aged about 14?

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Modern professional & traditional professional occupations such as: teacher, nurse, physiotherapist, social worker, musician, police officer (sergeant or above), software designer, accountant, solicitor, medical practitioner, scientist, civil / mechanical engineer.

Senior, middle or junior managers or administrators such as: finance manager, chief executive, large business owner, office manager, retail manager, bank manager, restaurant manager, warehouse manager.

Small business owners who employed less than 25 people such as: corner shop owners, small plumbing companies, retail shop owner, single restaurant or cafe owner, taxi owner, garage owner.

Clerical and intermediate occupations such as: secretary, personal assistant, call centre agent, clerical worker, nursery nurse

Routine, semi-routine manual and service occupations such as: postal worker, machine operative, security guard, caretaker, farm worker, catering assistant, sales assistant, HGV driver, cleaner, porter, packer, labourer, waiter/waitress, bar staff.

Technical and craft occupations such as: motor mechanic, plumber, printer, electrician, gardener, train driver.

Long-term unemployed (claimed Jobseeker's Allowance or earlier unemployment benefit for 1yr plus).

Other: such as: retired, this question does not apply to me, I don't know, I prefer not to say.

PROFESSIONAL

INTERMEDIATE

**WORKING
CLASS**

EXCLUDE

Supplementary Questions

Ask these supplementary questions*.

Question 2

- Which type of school did you attend for the most time between the ages of 11 and 16?



Why ask?

This measure shows **extreme economic and cultural advantage**.

Just **7.5% of people attend independent schools** and yet in many sectors, a much higher proportion of senior leaders attended an independent school.



Question 3

- If you finished school after 1980, were you eligible for free school meals at any point during your school years?



Why ask?

This is a **measure of extreme economic disadvantage**. It can help you target outreach or early-in-career programmes.



Question 4

Did either of your parents attend university and gain a degree (e.g. BA/BSc or equivalent) by the time you were 16/17?



Optional only – to graduate intake.

Why ask?

Being the 'first in family' to attend signals a potential lack of support to navigate university and entry into the graduate workforce.



Improve your response rates

The quality and value of the data you collect depends on high response rates



Set a clear and transparent goal to create a more socially diverse and inclusive workplace



Applicants and employees are more likely to engage with these questions if they see them as part of an integrated D&I strategy



Explain why this information is important and how it will drive positive change



Offer support and encouragement to managers, especially where response rates are low



Eventually, make responses to surveys compulsory but always with 'Prefer not to say' as an option on the survey



Words matter. Consider 'poll' instead of 'survey'. 'Share your data' rather than 'disclose'.



Use role models – from early in career hires to senior leaders.



Think of innovative ways to catch the attention of colleagues to encourage them to complete their data.



Issues around data storage, use and confidentiality are critically important. Be clear about this: who will see data, how you will ensure anonymity, and how it will be stored and used



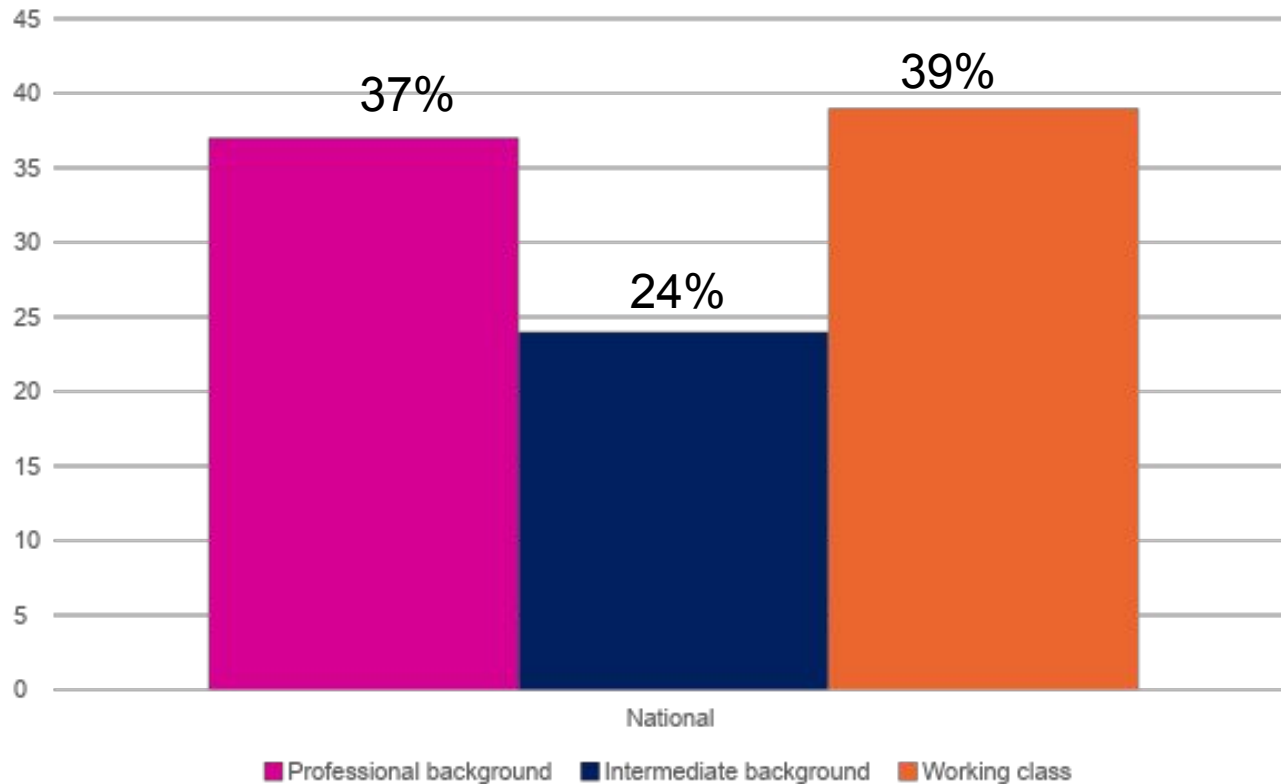
Explain the data collected will be collated and aggregated and used to make high level decisions to make processes and practices within the organisation more inclusive.
Will NOT be used to make decisions at individual level.

🎯 National benchmarks*



The key question – parental occupation at age 14

Occupation of main household earner (in %)



Percentage of workforce by NS-SEC category of the main wage earner when respondent was 14.

7.5%

of people attend independent (fee-paying) schools

15%

of pupils at state-funded schools are eligible for free school meals (FSM)

68%

of graduates are first in family to attend university

Collect, analyse, publish



Review proportion of applicants from each group:

- Applicants
- Employees



Consider across employee lifecycle:

- Performance
- Progression
- Senior Leadership
- Leavers



Consider across recruitment:

- Outreach
- Early in career
- Experienced hires



Leading best practise:

- Publish your data
- Invite your supply chain and clients to ask of their workforce



Neil Morrison, Director of Human Resources,
Severn Trent plc



Any questions?

Further resources




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Socio-economic diversity and inclusion


Employers' toolkit: Cross-industry edition

Originally released: February 2020
Updated: July 2021



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LET'S TALK ABOUT CLASS



A collection of resources designed to support inclusive conversations between teams on the importance of socio-economic diversity in the workplace

State of the Nation 2022: A fresh approach to social mobility



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Strategic approach Toolkits Maturity assessment Resources Commissioners Get in touch

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You are here: Home // Maturity assessment

Maturity assessment

Measure where you currently stand on your social mobility journey

Greater socio-economic **diversity** and **inclusion** can give your organisation the competitive edge. See how well your organisation is doing when it comes to **social mobility** and the next steps you can take.

Stage 1
Answer 12 questions

Stage 2
Receive ratings on a maturity scale

Stage 3
Access an Employers' Toolkit to get practical help and ideas to improve

Find out how you are performing →

Glossary of Terms

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

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

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

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contact@socialmobilitycommission.gov.uk