

# Women, Men, Peace & Security



Using behaviours to make more inclusive organisations

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Commandant Commando Training Centre Royal Marines





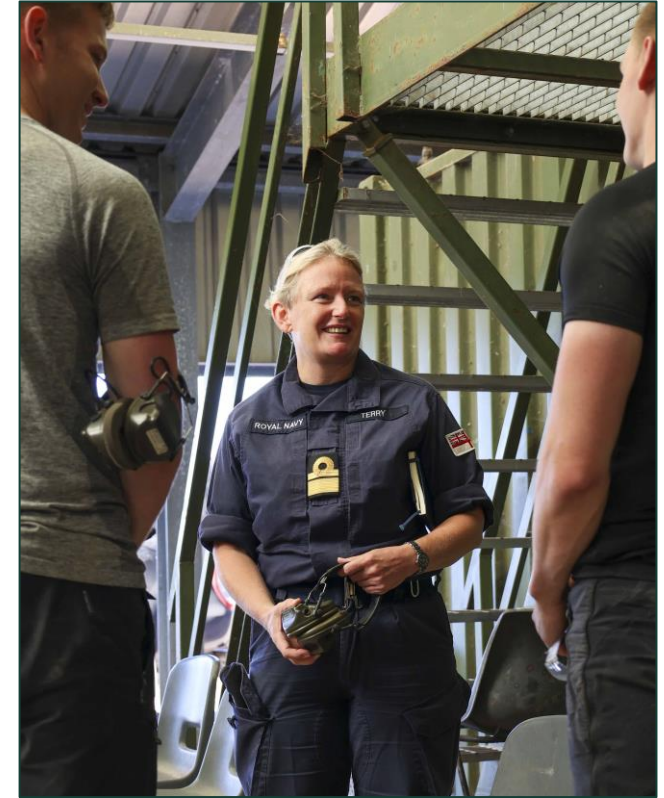
## Analysis

# How George Floyd's death sparked a wave of UK anti-racism protests

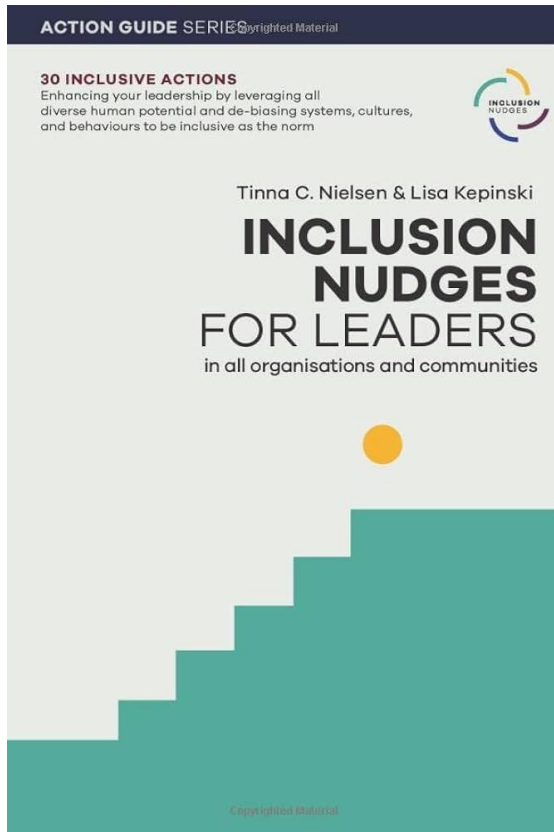
*Aamna Mohdin, Glenn Swann, and Caroline Bannock*

Exclusive: across 260 towns and cities, thousands defied lockdown to join largest anti-racism rallies since slavery era





# The Reality (sometimes if we are honest)



*'I always make sure to waste the talent of the people in my team by facilitating meetings and idea-generation in ways that make them all think the same and shut up. Diversity is a waste of time and critical thinking is a pain'*

Inclusion Nudges for Leaders, Neilson & Kepinski, 2020

# It is **NOT** enough to tell people to simply ‘speak up’



**HIDDEN  
BARRIERS**



**GROUP DYNAMICS**



**CLOSING THE GAP**



**PSYCHOLOGICAL  
SAFETY**

# Inclusion and Behaviour

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## WHY

To leverage diverse human potential and co-create inclusive organisations.

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## WHAT

Behavioural designs to enhance inclusive collaboration.

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## HOW

Identifying behavioural interventions and leadership check questions at all levels of leadership.

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# Behavioural Objectives and my Leadership Checks

## What matters?

How can we all contribute to making inclusive cultures and behaviours the norm in everything we do?

### 1. Who says it matters

Whose voice is heard is influenced by mental associations.

Women are interrupted 2.8 times more than men in meetings – by both men and women. We have internalised that this is acceptable.

I will consciously check who is being interrupted in meetings.

## 2. Speaking first matters

If a person with authority opens a meeting by expressing their view first, then others are likely to hold back offering contradictory views or information.

The first people speaking up will influence the perception and engagement of others.

*By speaking first, am I perpetuating a hierarchical culture and preventing equality?*

I will actively look to let others speak first.

I will ask for anonymous written ideas.

## 3. Recognising new ideas matters

Leaders often say that critical thinking is needed, but actively disregard people's concerns and ideas.

*How is my openness to new ideas perceived?*

*Do they feel supported to challenge the status quo?*

I will watch and ask or have an observer in my meetings.



## 4. How ideas are generated matters

Most idea generation sessions are spontaneous and time compressed which often leads to the loudest voice and dominating personalities limiting the generation of wider ideas.

*How strong are my plans based on team ideation?*

*What ideas did I miss out on using this format?*

*Who's input was not leveraged?*

*I will ask an independent observer to keep note and invite their feedback*

## 5. Recent 'doing' matters

What happened most recently will influence how and what we remember over a longer period. If our most recent experience was positive, this will have positive overspill.

*Are there lost opportunities and flawed evaluations because of what happened most recently?*

*Has one mistake influenced me to have a negative view?*

*I will ask a trusted/critical friend.*

## 6. Easy names matter

We acknowledge, promote and refer to people whose names are easier to pronounce over those with more difficult names to say.

*Have I deselected the best idea because of this without knowing?*

*Does the ability to pronounce names influence my choices and interactions?*

*I will ask my invited critical friends and observers.*

## 7. Who we see matters

Seeing images of successful people we can relate to as role models influences our self-perception and self-belief.

*Do portraits on the walls influence performance or a sense of belonging?*

*What kind of role modelling am I projecting to my employees?*

*I will ask people and check images in my establishment – I will product test the messages.*

# Project Implicit – Harvard University

<https://implicit.harvard.edu/implicit/>



# Behavioural Objectives

Behaviours are a 'filmable' action.

By crafting a clear behavioural objective, we remove the necessity for complex Measures of Effect. People are either doing it – or not.

What are my behavioural objectives to support inclusivity?

Example: People report unacceptable behaviours.

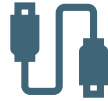
# Our Behavioural Estimate – The COM-B Model (Michie et al., 2011)

Consider the behavioural objective.	COM-B Model	COM-B Category	COM-B Explanation	Questions to conduct your estimate and approach:	Evidence based responses
E.g.  'Unacceptable behaviours are reported immediately'	CAPABILITY	The Physical Capability	The skill, strength, and stamina	<ol style="list-style-type: none"> <li>1. What is triggering the behaviour (or lack of it) in the external environment?</li> <li>2. What resources are influencing the expression of the behaviour?</li> <li>3. What are the environmental influences on the behaviour?</li> </ol>	<ol style="list-style-type: none"> <li>1. Fear of consequence/lack of understanding/feels like an obstacle. People don't want to be responsible for someone losing their job.</li> <li>2. Access for ALL to the DIN and JSP.</li> <li>3. People would rather report to someone they trust.</li> </ol>
		The Psychological Capability	The knowledge, cognition, interpersonal skills and self-regulation.	<ol style="list-style-type: none"> <li>1. Do they know why they need to do it and how?</li> <li>2. Do they have the mental ability to do it?</li> <li>3. Do they need to be able to persuade other people to do it?</li> <li>4. Do they know how to change their own behaviour?</li> </ol>	<ol style="list-style-type: none"> <li>1. They do if they have access to the information or have practiced.</li> <li>2. Yes</li> <li>3. Yes</li> <li>4. Yes but command relationships and process make this daunting – they haven't seen proof that it works.</li> </ol>
	MOTIVATION	Reflective Motivation	Plans, intentions, beliefs, identity.	<ol style="list-style-type: none"> <li>1. How is the behaviour/lack of behaviour linked to the individual's identity?</li> </ol>	<ol style="list-style-type: none"> <li>1. They want a sense of fairness and want to feel loyal (V&amp;S)</li> <li>2. Yes, but they may risk someone's career and feel responsible for the 2/3 order consequences – fear of getting it wrong.</li> <li>3. Yes, the need to be loyal as well as a lack of trust in processes.</li> <li>4. The thought that reporting could lead to severe consequence for individuals and their families because of zero tolerance.</li> </ol>
		Automatic Motivation	Emotion, desires, impulse, habits.	<ol style="list-style-type: none"> <li>2. Do they believe that they can perform the behaviour?</li> <li>3. Is this behaviour influenced by habitual process?</li> <li>4. What are the emotional influences on the expression of behaviour?</li> </ol>	
	OPPORTUNITY	Physical Opportunity	Triggers/prompts, space/time, location/services.	<ol style="list-style-type: none"> <li>1. What is triggering the behaviour/lack of behaviour in the external environment?</li> <li>2. What resources are influencing the expression of the behaviour?</li> <li>3. What are the environmental influences on the behaviour?</li> </ol>	<ol style="list-style-type: none"> <li>1. Consideration on the repercussions on families.</li> <li>2. Access to IT/Access to policy and guidance or examples that have been communicated back through service.</li> <li>3. Someone to seek trusted advice from without neg consequence.</li> </ol>
				Social Opportunity	

# My action plan:



Provision of hard copies of policy and direction in social spaces.



Practicing this process with diverse groups to foster confidence – table tops and RoC drills – how does the reporting of an Unacceptable Behaviours play out? – what happens when incidents are reported to non-military people?



Encourage personnel to identify people they trust to report issues to and encourage them to discuss this with each other. Identify and confirm their buddies in advance. Who is your buddy?



Organise diverse group/unit events/activities to foster and practice relationships of 'trust'. People practice talking with each other for when they really NEED to. Problem solving, critical thinking, think tanks are examples. Look beyond the unchallenged routine meeting attendance – who else can I invite?



Communicate to the team when the processes are applied and how things worked out. Feedback for confidence.



Reward positive action in line with the required processes. Demonstrate that loyalty is doing the right thing. BUT you must identify what reward looks like to different groups.



Weave guidance into Command and leadership philosophy that addresses the concerns directly – what will you tolerate/not tolerate?

# Networks:

## Commando Forces Servicewomen's Network case study

Consider a small, adaptable and flexible structure of the Network.

Embrace the current positive and outstanding women's experience in and across the organisation as much as the undesirable.

A good strong inclusive relationship between the Network, its Champion and the wider units is essential for positive and enduring change.

Be cautious that particular or specific incidents that should be dealt with by other administrative processes do not creep into the formation and culture of the Network.

Consider how 'the oppressed' unwittingly become 'the oppressors'.

Consider how you can best exploit the knowledge and experience of your team of critical friends.

The **Network of networks** is incredibly powerful.

Ensure that the 'younger in service' voices are heard and included - their experiences may be different as well and have a different generational/rank perspective.

# Aside from Atherton ...



  
House of Commons  
Defence Committee

**Protecting those who  
protect us: Women in  
the Armed Forces from  
Recruitment to Civilian Life**

Second Report of Session 2021–22

Report, together with formal minutes relating  
to the report

Ordered by the House of Commons  
to be printed 12 July 2021

HC 154  
Published on 25 July 2021  
by authority of the House of Commons

DLE Unconscious Bias Training.

Value of Networks.

Most of us have wives and daughters – SO WHAT?

Role Models, Enablers and Blockers. Identify them.

**Mindsets.** Royal Marines (NCOs not officers) do not learn about Defence and operating in the Joint Environment until much later. Realistically, the Royal Marines will never deploy as a single entity again. Where are the female role models at CTCRM?

Men are part of the network it is mutually supporting.

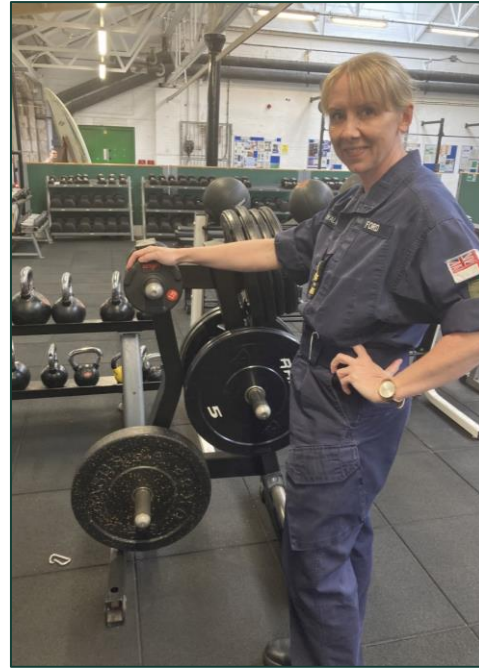
It doesn't have to be dry – activity days and routine get-togethers are powerful. It is not about 'eating cake and drinking tea'.





# Royal Marines Barracks Stonehouse – Change in action

## Assumption vs Reality





Pick role models wisely ... Don't assume

# Dear Sirs,



- Please ensure that units do not 'over do' the efforts on this matter and inadvertently create division.
- We are here to support any work on this subject – Please just ASK us anytime and we will be honest and bring our ideas forward. Put us at the table, look beyond the role.
- Please continue to do what you are doing – we are happy working here and feel part of the team. We are proud to work here and feel supported.
- Don't overload us by creating 'female reps' in every area e.g., mess committees or unit meetings. This will add to the stress. Your rep doesn't have to be female to promote female talent or a conduit to having voices heard.
- Please note some of the themes and suggestions made – we would be happy to support and discuss ways forward to make the experience of working here even better.
- Think beyond SOP/TORs for meetings and problem-solving forums – we can make contributions – please get familiar with our skill sets rather than our job TORs.
- Use our earned ranks rather than our first names and pay the appropriate respects where due. It is a false sense of inclusion despite the best intent. Why are new marines SO bad at this?
- Be aware of underground behaviours – policy provides a behavioural benchmark for people, but their true views are often then driven to WhatsApp or wider closed platforms.

# Check list for Change: Inclusivity

The HR Change Toolkit – Lucy Adams, 2019



Hierarchies tend to treat people as children and troublemakers.

If we consider our staff as 'customers' we see them as individuals.

It forces us to examine if we contradict our external brand.

SCARF Model: **S**tatus, sense of **C**ertainty, **A**utonomy, ability to **R**elate to others and perceptions of **F**airness

*'Science explains the world as it is; a story imagines the world as it could be'*

Individual leaders are LESS influential than key groups of personnel.

Fairness is of higher importance than rational choice or self-interest.

Leaders believe they are NOT the ones who need to change – they consider themselves the 'Human Experts'

# Change is not something you can 'do' to people.

Leaders tend not to feel the pain where things go wrong.

Change is NOT a linear activity 'Top Down' is overly simple.

Accept that resistance to change is normal.

Plans based on the concept of 'service' not profit focus on efficiencies and cost effectiveness not 'needs'.

Drip feed information ahead of the change.

Who are my 'influencers'?

Develop employee personas to develop change programmes. Know my target audiences.

You must be able to make doing something different, LESS intimidating than the prospect of not being liked by everyone else.

# RM Cdo – Women in Ground Close Combat case study

- Significant physical and cultural change at CTCRM
- Role Models / CFSN / CTCRM Female Focus Group
- Active preparation for female candidates
- Growing interest
- All Arms Commando Course agreed as the initial route
- Success, but limited/ failing
- Lack of data – Single Services/Special Forces & partner nation sharing
- Enhancing coherence across Defence



CTCRM HQ Female Lead

Leads work strands to promote female equality and knowledge within CTCRM and updates CTCRM processes to align with HQ policies and CTCRM direction accordingly.

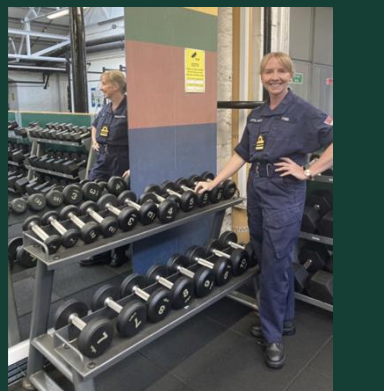


Colo Forces Servicewoman's Network (CFSN) Rep

CTCRM representative for all CTCRM females and leads the coordination of all female events for all females which provides opportunities to gather feedback, promote the CTCRM and increase retention.



WOMENS ARDUOUS TRAINING BRIEFING DAY (WATBD)



# WOMEN IN ARDUOUS TRAINING BRIEFING DAYS (WATBD)

- In 2024 WATBDs will be held at the Commando Training Centre Royal Marines on the following dates 21 Feb, 6 Jun and 28 Oct.
- WATBD is aimed at women who are preparing for or considering an arduous military training course such as Royal Marines Training, All Arms Commando Course or SF Selection.
- Wider stakeholders are also welcome to attend, including staff from military training establishments and potential donor units across Defence.
- This is part of an initiative designed to prepare, inform and inspire women looking to undertake arduous military training as well as broadening understanding among those who advise and support potential trainees.
- External Organisations wishing to attend should contact Maj Chris Steer ([Chris.Steer150@mod.gov.uk](mailto:Chris.Steer150@mod.gov.uk)).







# Thanks for listening

Any Questions?

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# COMMANDO ETHOS



## THE COMMANDO MINDSET:

BE THE FIRST TO  
UNDERSTAND;  
THE FIRST TO  
ADAPT AND RESPOND;  
AND THE FIRST TO  
OVERCOME.

## THE COMMANDO VALUES:

- EXCELLENCE
- INTEGRITY
- SELF-DISCIPLINE
- HUMILITY

## THE COMMANDO SPIRIT:

- COURAGE
- DETERMINATION
- UNSELFISHNESS
- CHEERFULNESS



# UKNLAF

