ED&I in Leadership

04/04/2022, Robyn Harris

EQUATE Scotland
For Women in Science, Engineering & Technology

PROVIDING EXPERTISE NATIONALLY THROUGHOUT STEM
WHAT WE DO
MAKING POSITIVE CHANGE FOR WOMEN IN STEM & ACADEMIA
WORKING TO CHANGE CULTURE IN ORGANISATIONS
ALONGSIDE INDUSTRY & ACADEMIA
THROUGH
PROVIDING WOMEN AND EMPLOYERS
TRAINING
OPPORTUNITIES
INFLUENCING POLICY
CONSULTANCY
CAREERHUB & SERVICES
TOWARDS OUR VISION
A PROGRESSIVE STEM LABOUR MARKET
WHERE WOMEN CAN CONTRIBUTE EQUALLY TO ADVANCEMENT IN SCIENCE ENGINEERING & TECHNOLOGY AND HAVE FAIR ACCESS TO THE JOBS OF THE FUTURE

Learning objectives

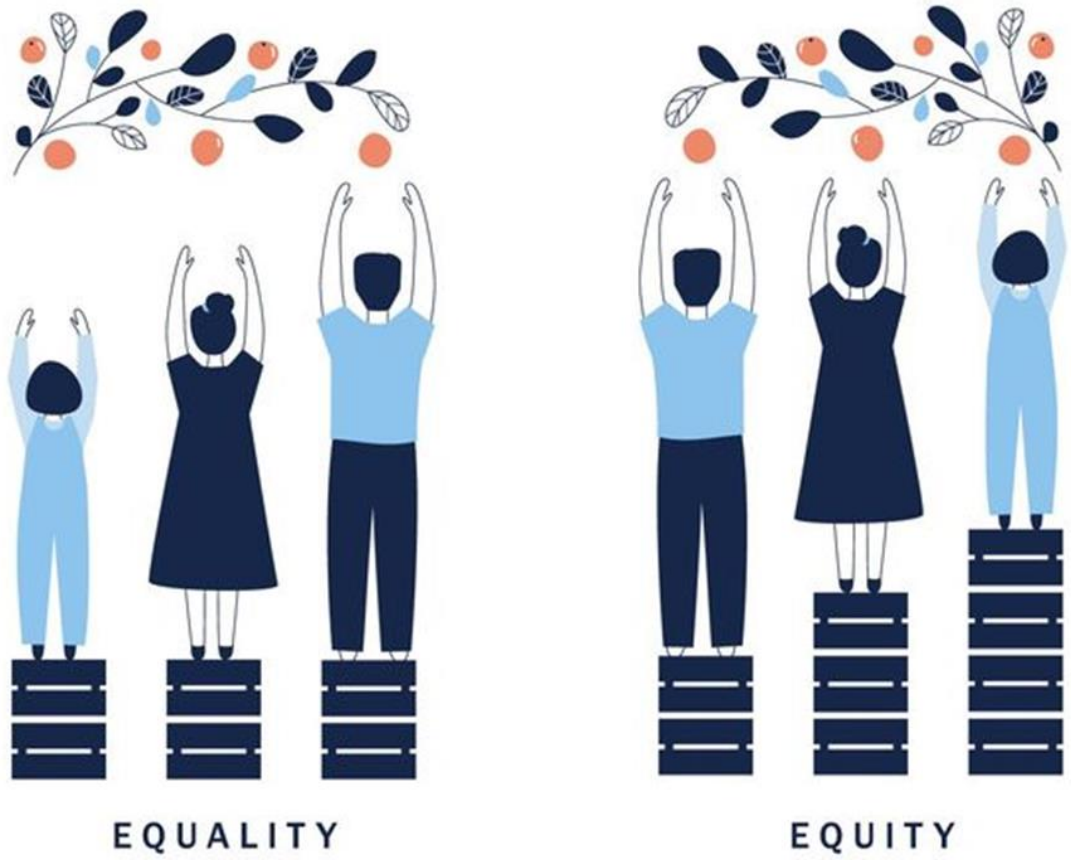
- Understand what ED&I is and its role within an organisation
- Identify areas of improvement relating to ED&I in the organisation
- Feel confident in knowing how to recognise non-inclusive environments or situations
- Become familiar with the idea of transformative leadership, and how to practice it
- Gain some tools for implementing transformative leadership in the workplace

The Equality Act (2010)

Age	Disability	Gender reassignment	Race / ethnicity
Religion or belief	Sex	Sexual orientation	Pregnancy and maternity

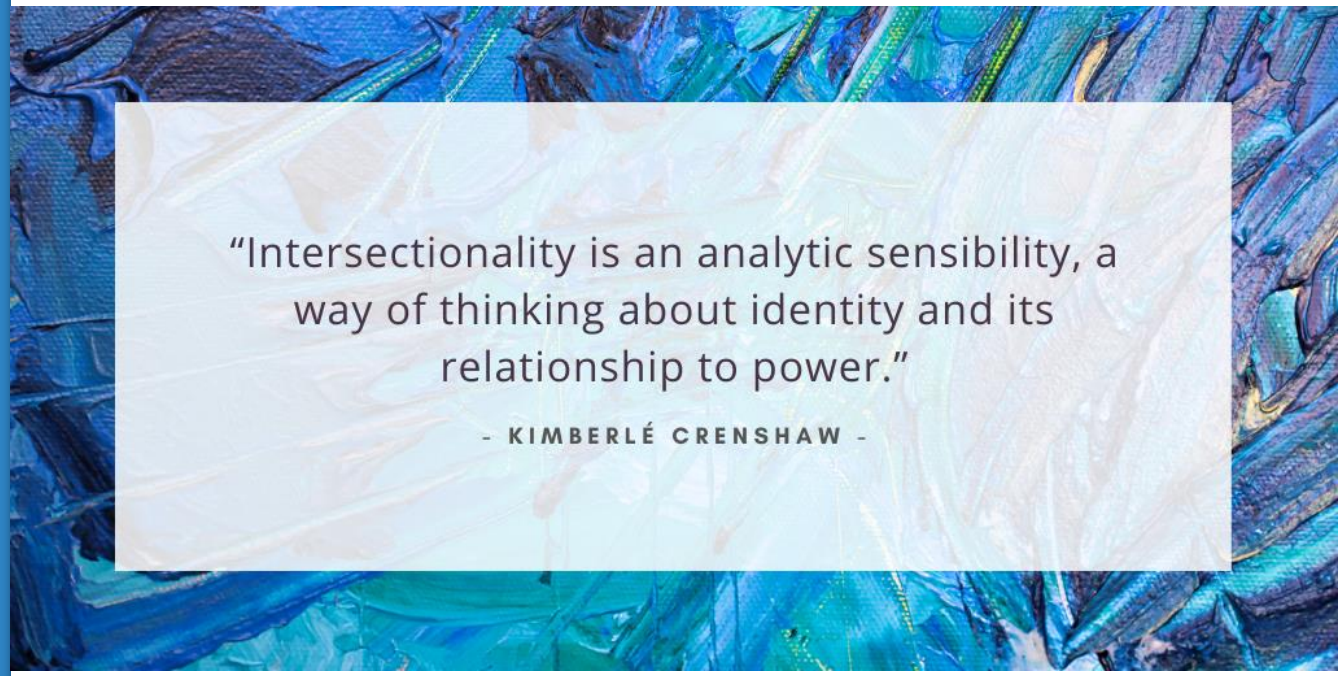
Marriage and civil partnership (with regard to eliminating unlawful discrimination in employment)

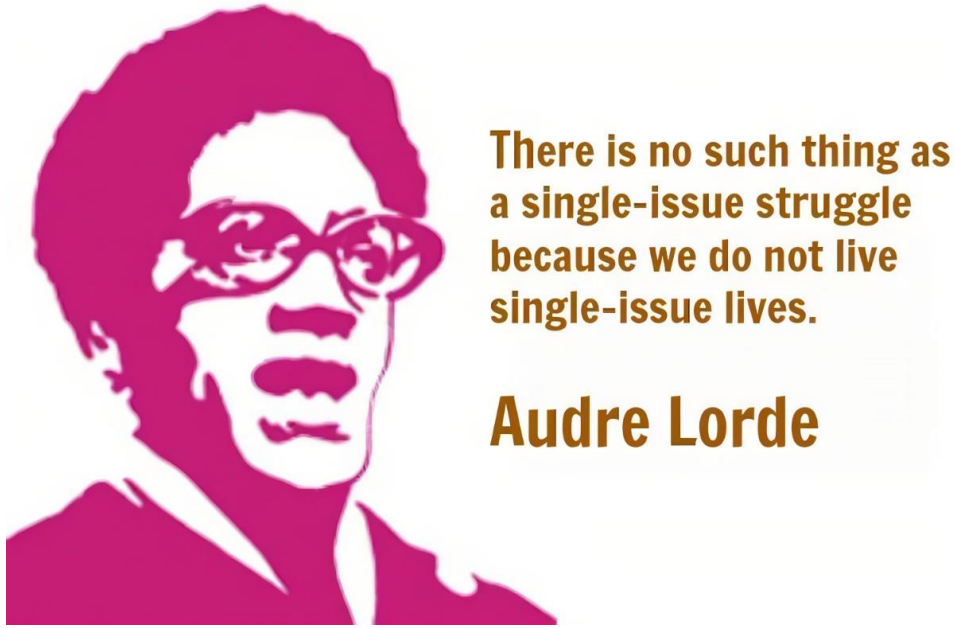
Equality vs Equity



- **Equality** = treating others similarly
- **Equity** = allocating exact resources needed to reach an equal outcome

An intersectional approach to equality





https://www.youtube.com/watch?v=byq-EH9cR00

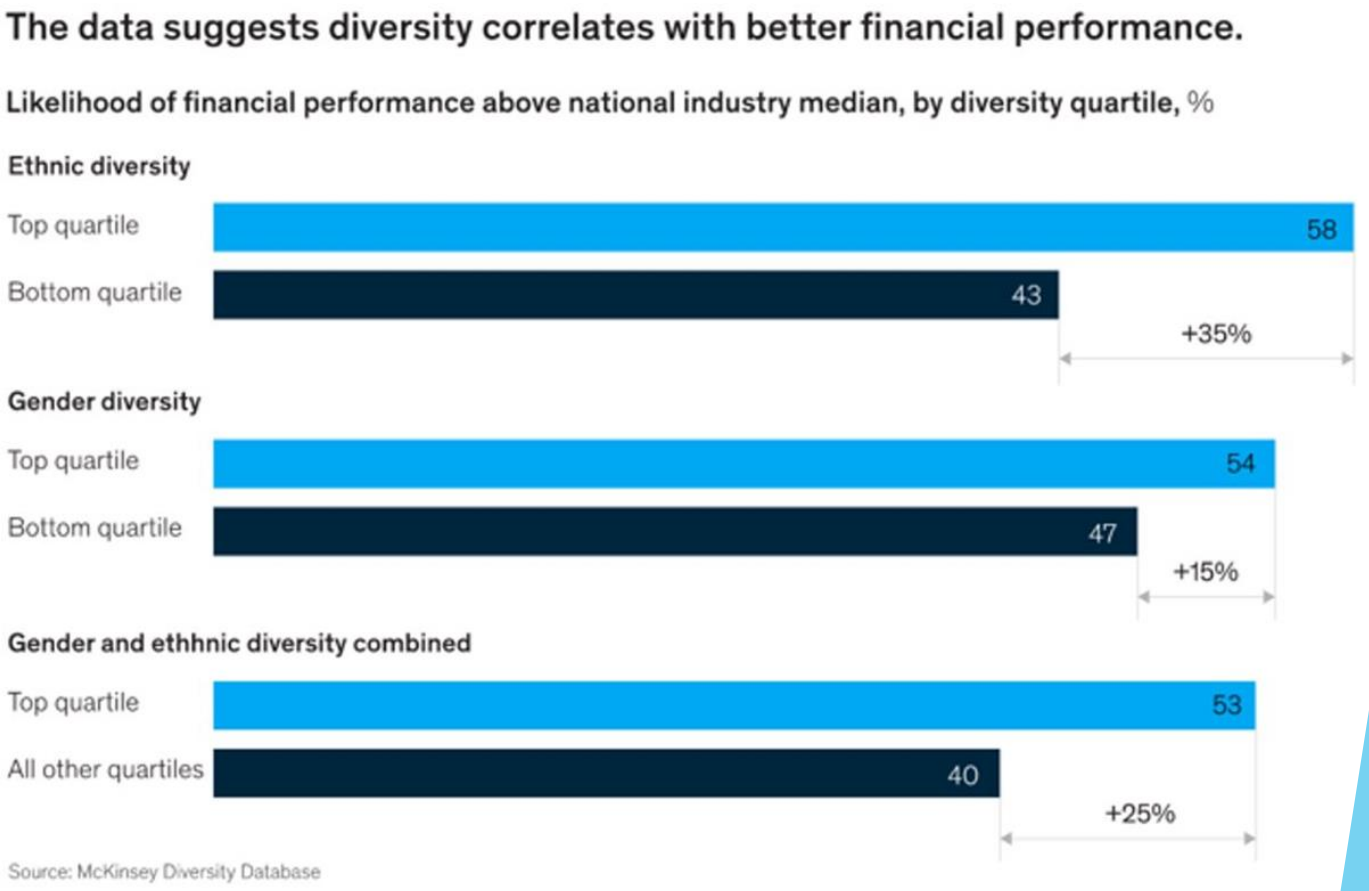
Group Discussion

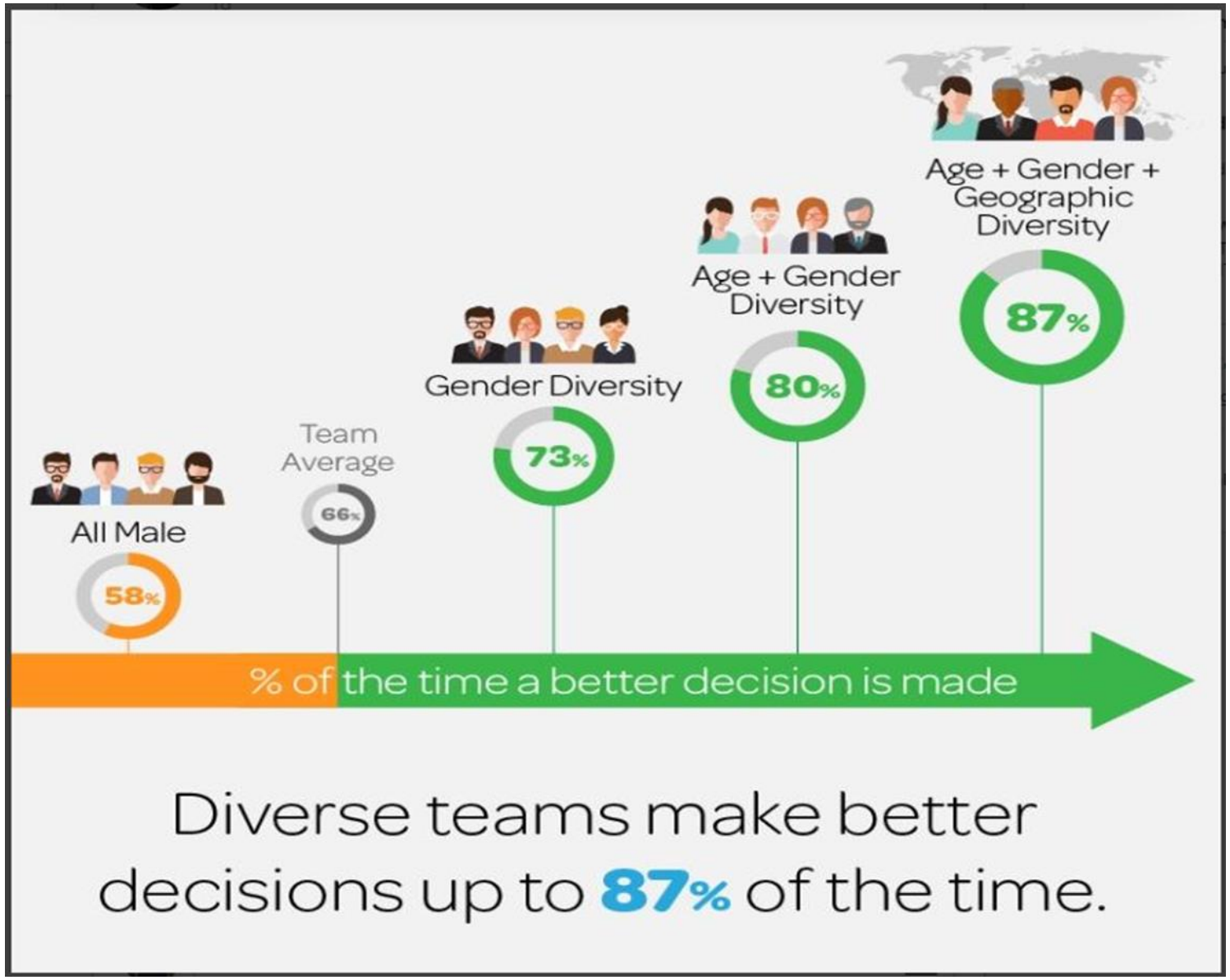
Observations from the video?

The ‘business case’ for ED&I:

- Have committed and motivated staff who feel fairly treated, respected, and included.
- Attract new talent and fresh perspectives.
- Nurture creativity, innovation and flexibility.
- Maximise and retain valued skills, knowledge and expertise.
- Maintain a strong brand and positively benchmark your workplace alongside other organisations including in relation to employment and services.

equality_diversity_inclusion_strategy_2021.pdf (britishcouncil.org)





Gender diversity a predictor of:

- Increased profits & productivity (62.6%)
- Increase in recruitment & retention (59.7%)
- Greater creativity, openness & innovation (59.1%)
- Enhanced company reputation (57.8%)
- Ability to better gauge consumer interest and demand (37.9%)

ED&I workplace policies*

- recruiting new staff
- training and promoting existing staff
- equal pay
- religious beliefs and practice
- dress code
- unacceptable behaviour
- the dismissal of staff
- redundancy
- different types of leave for parents
- flexible working

*taken from Making sure your workplace is inclusive: Improving equality, diversity and inclusion in your workplace - Acas

Activity

Self-Reflection

My thoughts on equality, diversity and inclusion are…

I contribute to creating an equal, diverse and inclusive organisation by…

I feel…with my workplace ED&I policies…

Women's unpaid labour

Source: UN Women Rapid Gender Assessments on the Impacts of COVID-19, April-November 2020.

Cooking and serving meals

Women		Men
32%	Increased	18%
17%	I don't usually do it	48%

Cleaning (e.g. clothes, household)

Women		Men
45%	Increased	35%
13%	I don't usually do it	33%

Shopping for the family

Women		Men
25%	Increased	22%
23%	I don't usually do it	29%

Decoration, repairs and household management

Women		Men
29%	Increased	24%
29%	I don't usually do it	33%

Caring for children, including feeding, cleaning, physical care

Women		Men
36%	Increased	30%
36%	I don't usually do it	48%

Teaching

Women		Men
32%	Increased	29%
40%	I don't usually do it	44%

Playing with, talking to and reading to children

Women		Men
34%	Increased	28%
36%	I don't usually do it	42%

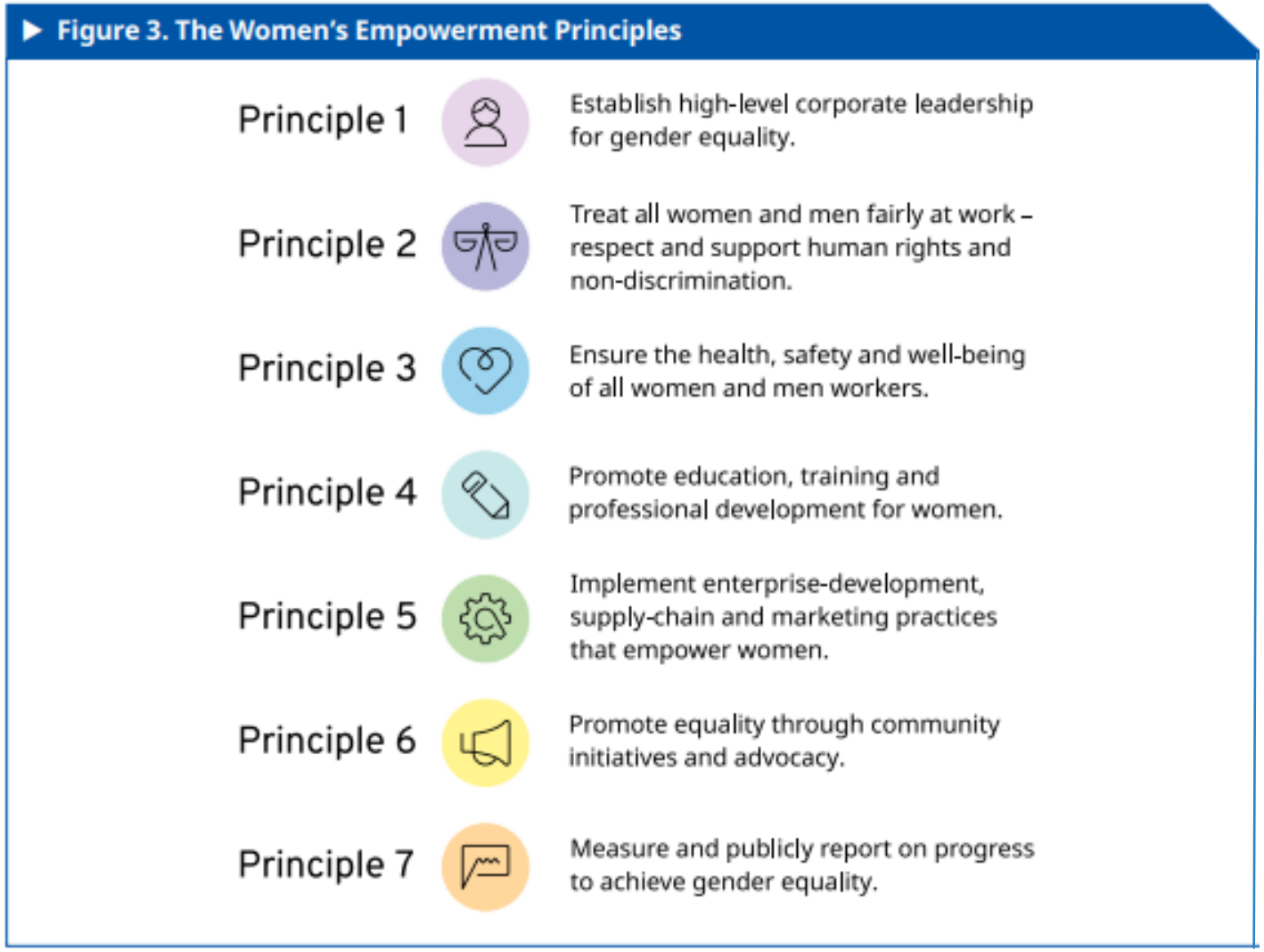
Affective/emotional support for adult family members

Women		Men
34%	Increased	31%
27%	I don't usually do it	35%

Assisting older/sick/disabled adults with medical care, feeding, cleaning, physical care

Women		Men
20%	Increased	21%
52%	I don't usually do it	54%

Figure 3. The Women's Empowerment Principles



Source: The Women's Empowerment Principles at weps.org.

The Women's Empowerment Principles

ED&I strategies for the future

- Joining the Women's Empowerment Principles community
- WEPs Gender Gap Analysis Tool
- Equality, Diversity and Inclusion Action Plan
- Utilising *Talent on Leave*
- Govt Equality Office: Quick start guide

Discussion

- What is your definition of leadership?
  - Share some words in the chat box

Review staff performance annually according to company policy
Believe Power comes from their position of Authority
Maintain Ownership of Information
Fight Fires and Focus on Symptoms
Traditional Leadership
Sometimes Listen to suggestion Ideas from their team
Allocate Time & Resource Only when Proven Necessary
Believe Power comes from their position of Authority
Deliver the Approved Solution to their team

From traditional to transformative leadership

CARING

OPEN

HONEST

AUTHENTIC

“Leadership is interactive, ... an influence relationship among leaders and followers who intend real changes [reflecting] their mutual purposes.”

(Rost, 1991, p. 102 quoted in Adler, 1997, p.171.)

https://www.youtube.com/watch?time_continue=175&v=WI67yqo7bPY&feature=emb_logo

Gendered ideas of leadership…

“…a strong relationship between practices of personal and collective transformation; use of [generative] power for positive change; and creative collaborations that influence social norms, deep cultures, structures and processes are necessary for transformative leadership to advance women’s rights.”

(Wakefield, 2017, 16)

Discussion

Who do you think of when you imagine a good leader?

Positive Action

What is ‘positive action’?

Where an employer **reasonably thinks** people who share a protected characteristic:

a. experience a disadvantage connected to that characteristic; or
b. have needs that are different from the needs of persons who do not share that characteristic; or
c. have disproportionately low participation in an activity

The employer may take any action which is **proportionate** to:

- Minimise that disadvantage
- Meet those needs
- Encourage participation

Positive action:

the law under the Equality Act 2010

‘Positive action is when an organisation voluntarily takes steps to help or encourage certain groups of people with different needs, or who are disadvantaged in some way, access work or training’

‘Positive discrimination means treating one person more favourably than another on the ground of that individual’s protected characteristics.’

Common Concerns Regarding Positive Action

Where's the line?

Positive Action

- Encourages
- Before recruitment
- Lawful

- E.g. arranging a women-only site visit to a STEM employer

Positive Discrimination

- Favours
- After recruitment
- Generally unlawful

- E.g. guaranteeing interviews to women candidates

Positive action measures are ONE route of many that are needed to create change

Examples of positive action

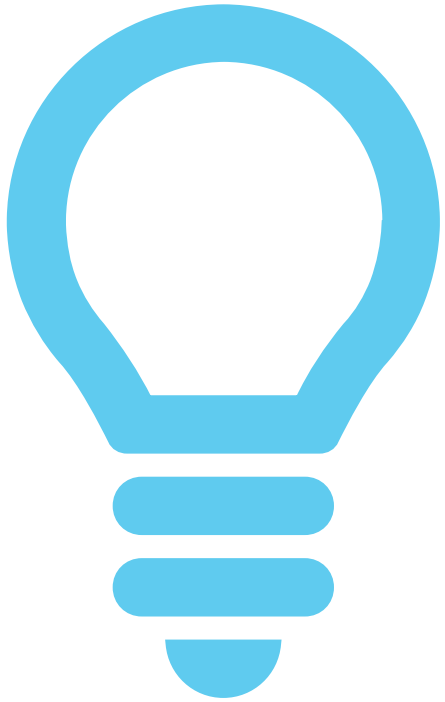
- City of Glasgow College: Women into Engineering HNC
- IET Women's Network
- Equate Career Enhancement Programme
- Equate CareerHub
- Cambridge University: Women in Science, Engineering and Technology Initiative

EQUATE careerhub

Activity/Discussion
Envisioning the ideal organisation

- What would a healthy and socially effective organisation look like?
- What is the atmosphere like – is it relaxed, cheerful?
- What is the quality of the relationship between the people there? Is it supportive, truthful, respectful, appreciative, equal?
- How do people in formal leadership roles behave?
- How does the wider community feel about the organisational values and actions?
- Working backwards, identify the values in place that make this organisation the way it is.
  - For each value, identify the action that supports it. For example, if the value is ‘openness’, does that mean staff are encouraged to speak openly?

Information on this slide has been taken from Final Feminist Leadership Manual Artwk TEXT 02.indd (sexualrightsinitiative.com)



‘Lightbulb’ moment of the session

EQUATE Scotland

For Women in Science, Engineering & Technology

- Website: www.equatescotland.org.uk
- Email: info@equatescotland.org.uk
- Newsletter: https://equatescotland.org.uk/stay-in-touch/

- @EquateScotland

- @Equate Scotland

- @equatescotland

- @equatescotland

Resources

- Ciulla, JB (2009) Leadership and the ethics of care. Journal of Business Ethics 88(1): 3–4.
- Liedtka, JM (1996) Feminist morality and competitive reality: A role for an ethic of care? Business Ethics Qyarterly 6(2): 0179–0200.
- O'Neil, Tam and Pilar Domingo (2016) *Women and Power: Overcoming Barriers to Leadership and Influence*, London: ODI, https://www.odi.org/publications/10309-women-and-power-overcoming-barriers-leadership-and-influence
- PULLEN, A. and VACHHANI, S.J., 2021. Feminist Ethics and Women Leaders: From Difference to Intercorporeality: JBE. *Journal of Business Ethics,* **173**(2), pp. 233-243.
- Wakefield, Shawna (2017) *Transformative and Feminist Leadership for Women's Rights*, Boston, MA: Oxfam America, https://www.oxfamamerica.org/explore/research-publications/transformative-feminist-leadership-womens-rights/
- Boohoo: fashion giant faces 'slavery' investigation | News | The Sunday Times (thetimes.co.uk)
- Work and Opportunities for Women: Unpaid and Unrecognised (publishing.service.gov.uk)
- equality_diversity_inclusion_strategy_2021.pdf (britishcouncil.org)
- Empowering Women at Work-2020 Report.pdf (weps.org)
- WEPs BROCHURE (March 2022).pdf
- EDI-Toolkit-Dec-2019.pdf (creativescotland.com)
- Women in the Workplace | McKinsey