

# Equality analysis form

If the activity you are planning to analyse is covered by an existing Equality Analysis or a relevant former Equality Impact Assessment, please use Section 2 of the form to highlight any updated information. The updated form should be sent through to the Equality and Diversity Unit for feedback, the start of the online consultation process and publication.

## Section 1

### Equality Analysis Screening

The following questions will identify whether a full Equality Analysis will be required. Please read the Equality Analysis guidance prior to completing the screening.

1. Name of the activity (strategy, policy, practice etc)

Performance 2020 Programme, project : Leadership Behaviours

2. Will this activity have the potential to deliver positive outcomes for students, staff and/or visitors from equality groups? Please provide evidence for your answer.

Performance 2020 is a key enabler identified within the University 2020 strategy, and will be delivered through:

- clear roles, objectives and behaviours aligned to our core purpose and strategy
- building individual, team and organisational capability and capacity to deliver our strategy, by enhancing skills and knowledge throughout the organisation.
- communication and collaborative leadership that empowers our people to achieve their potential and fosters engagement, innovation and creativity.
- our agility, focusing on continuous improvement, being quality driven and change ready in approach to enable us to achieve sustainable long term goals.

The programme aim is to achieve a high performance culture by 2020 through the delivery of a number of primary objectives. The business case outlines the current measures of performance and engagement, and the expected deliverables for the programme.

The workstream on Leadership Behaviour specifically aims to deliver a high performance culture underpinned by consistent behaviours. Research shows that sustainable organisation performance requires effective leadership at all levels across an organisation.

A leadership framework which describes the behaviours senior managers are expected to demonstrate has been developed. Descriptors include statements such as “understanding the value of equality and diversity and personally demonstrates a inclusive approach”.

3. Will this activity have the potential to create negative impacts on students, staff and/or visitors from equality groups? Please provide evidence for your answer.

See below potential issues and impact.

4. Does the activity have the potential to impact equality groups in the following ways:
- Access to or participation in UWE Faculties or Professional Services?
  - Levels of representation across the UWE workforce?
  - Student experience, attainment or withdrawal?
  - Staff experience?

Please indicate YES or NO. If the answer is YES then a full analysis must be carried out. If the answer is NO, please provide a justification.

Yes

**Equality analysis screening sign off:**

Project Manager	Pam Fitzsimmons
Faculty / service	Human Resources
Date	

**Please return the completed form back to the Equality & Diversity Unit for feedback and publication**

## Section 2

### Full Equality Analysis

1. Name of the activity (strategy, policy or practice etc)

Performance 2020 Programme, project : Leadership Behaviours

2. What is the aim of the activity (objective or purpose)?

The introduction of the leadership framework is designed to have a positive impact on staff experience at UWE by fostering inclusive environments and empowering people to reach their potential. The leadership framework by which leaders are rated and developed, include behaviour descriptors specially aimed at demonstrating inclusivity and understanding E&D issues.

Implementation starts with senior managers to be reviewed against the leadership framework using a 360 feedback approach. Feedback providers will be identified, and asked to rate managers against each of the leadership descriptors. A report will be provided to the manager summarising the feedback, showing areas of strength and development.

In phase 1, all senior managers will have been reviewed against the framework. A leadership development programme covering the five behaviours is available.

In subsequent phases of the project, the aim is to have rolled out a behaviour framework across the University to all staff, with supporting development opportunities available.

3. If amending a current activity, what changes are proposed?

N/a

4. Who is responsible for developing and delivering the activity?

Pam Fitzsimmons is the project leader for this workstream. The project reports to a Programme Board, and Sponsoring Group. See Programme Organisation structure.

5. What measures will be used to assess whether the activity is successful?

Baseline measures have been taken from the 2012 and 2014 staff surveys, and Cultural Audit (from the Leadership events). Further measures will be taken from the 2016 staff survey, and a further Cultural Audit, should this take place.

6. Does the activity have a potentially adverse impact on equality groups, in terms of employment issues and/or service delivery for students and/or staff? In the table below, please give evidence to support your yes or no answers. If the answer is not known, indicate how you will source evidence.

#### **Meeting the public sector equality duty**

Please also use the table below to demonstrate whether the activity has the potential to eliminate unlawful discrimination, advance equality of opportunity and foster good relations.

	<b>Potential impact / issues (both positive and negative)</b>	<b>Mitigating actions or actions to further enhance positive impact</b>	<b>Timing and progress</b>
<b>All equality groups</b>	The senior leadership cohort in total is c75 individuals (46% are women – increase from 41% in 2014). Staff survey	Staff survey results <del>can</del> <u>will</u> be used by senior leaders to assess their leadership	

	<p>results shows a small increase in the perception of senior leaders at UWE, however these remain below the benchmark organisations e.g.</p> <ul style="list-style-type: none"> <li>• Senior leaders are sufficiently visible 32%</li> <li>• Senior leaders are open and honest 30%</li> <li>• Senior leaders provide effective leadership in Faculty/Service 51%</li> <li>• Effective role models 24%</li> </ul>	<p>impact on the staff experience. Future 360 feedback mechanisms to monitor progress <u>of senior managers against these measures</u>, and implementation of a leadership development program.</p>	
	<p>There is a risk that senior managers fail to demonstrate the defined behaviours and attitudes towards inclusivity and E&amp;D issues remain unchecked. The feedback provider survey found that 32% of the respondents were confident that the feedback would make a difference to the performance of the senior manager.</p>	<p>Include “inclusive” leadership into the development programme. Provide examples of good leadership responses to E&amp;D issues. Utilise performance management procedures where Dignity At Work standards are breached. Ensure compulsory attendance of E&amp;D training. Utilise feedback mechanisms in annual PDR’s and 360 review in 2016. Monitor attendance on leadership development programme – mandatory attendance.</p> <p>Recruitment of leaders using leadership behaviours (see separate project workstream).</p> <p>Learning &amp; Development opportunities accessible for leaders and aligned to behaviour framework.</p>	<p>Programme being developed.</p>
	<p>In selecting 360 feedback providers, there is the potential, particularly at senior management level, for feedback providers to be primarily from a similar gender, ethnicity group resulting in an potential imbalance of equality representation in the feedback results.</p>	<p>The briefing around feedback providers included information on carefully selecting own feedback providers to avoid these concerns.</p>	<p>Feedback providers to be identified with manager</p>
	<p>The feedback provider survey indicated that it was very time consuming to complete the 360 on line feedback system, particularly as 50% of respondents gave feedback to two or more senior leaders. As the scheme is</p>	<p>In the roll out of future cohorts, consider the timing of requests to give feedback to lessen the time burden on feedback providers.</p>	

	widened, this may impact on certain E&D groups.	Number of questions will be reduced in future cycles.  Ensure managers give staff time to complete the survey within their daily work activities.	
	<p>Whilst the feedback provider is anonymous, there is the potential for a provider to be identified, particularly if specific examples are given in the free-format text available. This could lead to the following outcomes:</p> <p>a) recipient seeking out the provider for further clarification on the issue which could prove uncomfortable for the provider.</p> <p>b) less than honest assessments given by the provider for fear of retribution if identified. This could be more prevalent for certain equality groups.</p> <p>c) non participation of the feedback provider.</p>	<p>Clear guidelines to managers on tips and hints on receiving <u>and responding to</u> feedback.</p> <p>Senior leaders and feedback provider survey to obtain views on the “experience” of using the 360 feedback scheme (anonymous).</p> <p>Survey results to inform future design work and roll out.</p>	
	There is a substantive evidence that unconscious bias impacts all of us and our behaviours. In terms of measuring performance, decision-making and so on, people from equality groups are more prone to be judged negatively.	Ensure all those who give feedback will undertake “Understanding bias” e-learning	(e-learning is ready to be used and the completion can be monitored)
<b>Women and men</b>	<p>It is commonly reported that women in leadership positions experience unique challenges (although it is not exclusive to women) – a lack of role model, a lack of confidence, experience of sexism and stereotypes, exclusion from informal networks, balancing work-life demands and so on.</p> <p><u>Conversely, some senior female staff adopt a ‘masculine’ style of leadership. This can be commented on more negatively by colleagues than the same leadership style would be in a senior male. Senior female staff with ‘masculine’ leadership styles may in turn be more critical of more ‘feminine’ consultative styles of leadership.</u></p>	A consideration needs to be given in planning the leadership development programme to take account of these issues.	In next design phase

<b>Trans people</b>	There is no visibility of trans staff among senior managers – thus it could result in a lack of skills in building positive relationship with trans colleagues.	Trans issues to be incorporated in the training	E&D training
<b>Black and minority ethnic groups</b>	It is reported that the prevalence of covert and subtle racism was often unnoticed or ignored by senior managers (Leadership Foundation, the experience of BME academics in HE, 2014).	Challenging covert and subtle racism or other discrimination to be included in the training	E&D training and unconscious bias training
<b>Disabled people</b>	<p>People with mental health issues and some disabled people may experience increased anxiety with introduced changes to leadership behaviours and focus on high performance.</p> <p>Staff survey(2014) shows that disabled staff experiences are worse than non-disabled staff experiences in all but 2 questions. Bullying was the biggest issue for disabled staff with a variance of 22% between disabled and non-disabled.</p>	<p>Ensure that appropriate policies e.g mental health at work and reasonable adjustment are known to managers at all levels at UWE.</p> <p>Consider how to increase knowledge of the dignity at work standards and policy.</p>	<p>UWE Manager training</p> <p>Dignity at work processes to be reviewed</p>
<b>Younger or older people</b>	As the number of younger staff is not reflected in senior grades, their perspective on leadership behaviours could be lost.	<p>Ensure the range of feedback providers enables staff from all grades to participate.</p> <p>Utilise the staff survey results as a gauge of effective leadership behaviours.<u>and plan appropriate mitigating actions for any issues.</u></p>	
<b>People of different religion and beliefs</b>	Different religion and beliefs may have different expectations and values on leadership behaviours and some may find it uncomfortable with some characteristics.	Ensure that all managers/leaders are aware of UWE policies on creating an inclusive workplace.	UWE Manager training
<b>Lesbian, gay, bisexual people</b>	Staff survey (2014) indicated that LGBT people are experiencing UWE more negatively than their heterosexual or non-transgender colleagues.	Find out more information from LGBT staff network	
<b>Marriage and civil partnership</b>	Different sex or same sex marriage should be treated the same, and marriage and civil partnership should be treated the same in all our practices		
<b>Pregnancy and maternity</b>	Senior leaders on leave, may miss the opportunity to participate in the leadership behaviour feedback and development course.	Consider how to embed leadership behaviours into other development opportunities and induction.	In next design phase

	Staff on leave, may be excluded from the opportunity to participate in giving feedback.	Consider how to include this group as feedback providers	
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7. Please give evidence of how you have engaged equality groups in the equality analysis process. Is further engagement required?

Feedback from the first Equalities Engagement Event has been incorporated into this analysis. Future events will also feed in as appropriate.

8. What action can be taken to mitigate any potential negative impacts or address different needs? Please comment and then complete an action plan (see appendix 1).

See above

9. Please indicate the level of equality relevance:

High

Medium

Low

10. **Equality analysis sign off:**

Project Manager	Pam Fitzsimmons
Faculty / service	Human Resources
Date	1 December 2015

**Please return this form to the Equality and Diversity Unit for feedback, the start of the consultation process and publication.**

## Equality analysis - action plan

## Appendix 1

Name of activity: Leadership Behaviours

Plan completed by: Andrea Barnes (HR Business Partner)

Service / faculty: Human Resources

Issues	Actions required	Responsible Person	Resources required	Target date	Success Indicators	What progress has been made?
<b>Information/data required</b>	Staff Survey / EEE data /	AB/PF		May 2015 and ongoing		
<b>Consultation</b>	Equality Engagement Event / Staff Voice Group / Focus Groups	AB/PF and HRBPs		Ongoing		
<b>Monitoring and review arrangements</b>	Reviewed and monitored as part of Performance 2020 programme.	Programme and Strategic Board		Ongoing		
<b>Publication</b>	Draft			tbc		
<b>Other actions</b>	Review outcomes of next staff survey	Pam Fitzsimmons	None	December 2016/January 2017 (current expected)	Increase in positive response for relevant questions (as above)	



	Build development programme to incorporate inclusive behaviours	Pam Fitzsimmons	Budget agreed as part of P2020	Launch mid 2016	Attendance and feedback	
	Feedback providers to be identified with manager	Pam Fitzsimmons	Communication to all in cohort	Launched Feb 2016	Nominations received	Process advised to managers
	360 scheme to be updated so that it is easier and quicker to be completed	Pam Fitzsimmons	External company – funding agreed	April 2016 prior to roll out	New 360 scheme rolled out	Draft scheme developed
	Briefing made available to managers and feedback providers	Pam Fitzsimmons	Internal leads	Commenced Jan 2016	Attendance at briefings and access to Q&As made available on line	Invitations to briefings being sent as appropriate. Briefing materials on black board
	Other appropriate E&D training made available	Pam Fitzsimmons	Staff development budget	As appropriate	Completion of workshops	Intercultural communications workshops launched. Unconscious bias pilot being considered.
	Embedding leadership behaviours	P2020 project	none	From 2015	Staff survey feedback	Incorporated into senior management recruitment Being included in PDR

Please return form to the Equality and Diversity Unit

