

The Licence to Recruit Programme

Official Certification Mark

Session 3 (7003)

2022/23



IT'S ALL
ABOUT YOU



Y, O, U,

A, R, E,

S, A, F, E,

H, E, R, E,

Today's session

Everyone in this session is at a different stage & has different experiences

You will get out from these sessions what you put in

This is a safe space to explore, question and learn - do not discuss details outside this group

Before the organisation can improve we need to establish a solid leadership capability baseline

Session 3 (7003) Overview

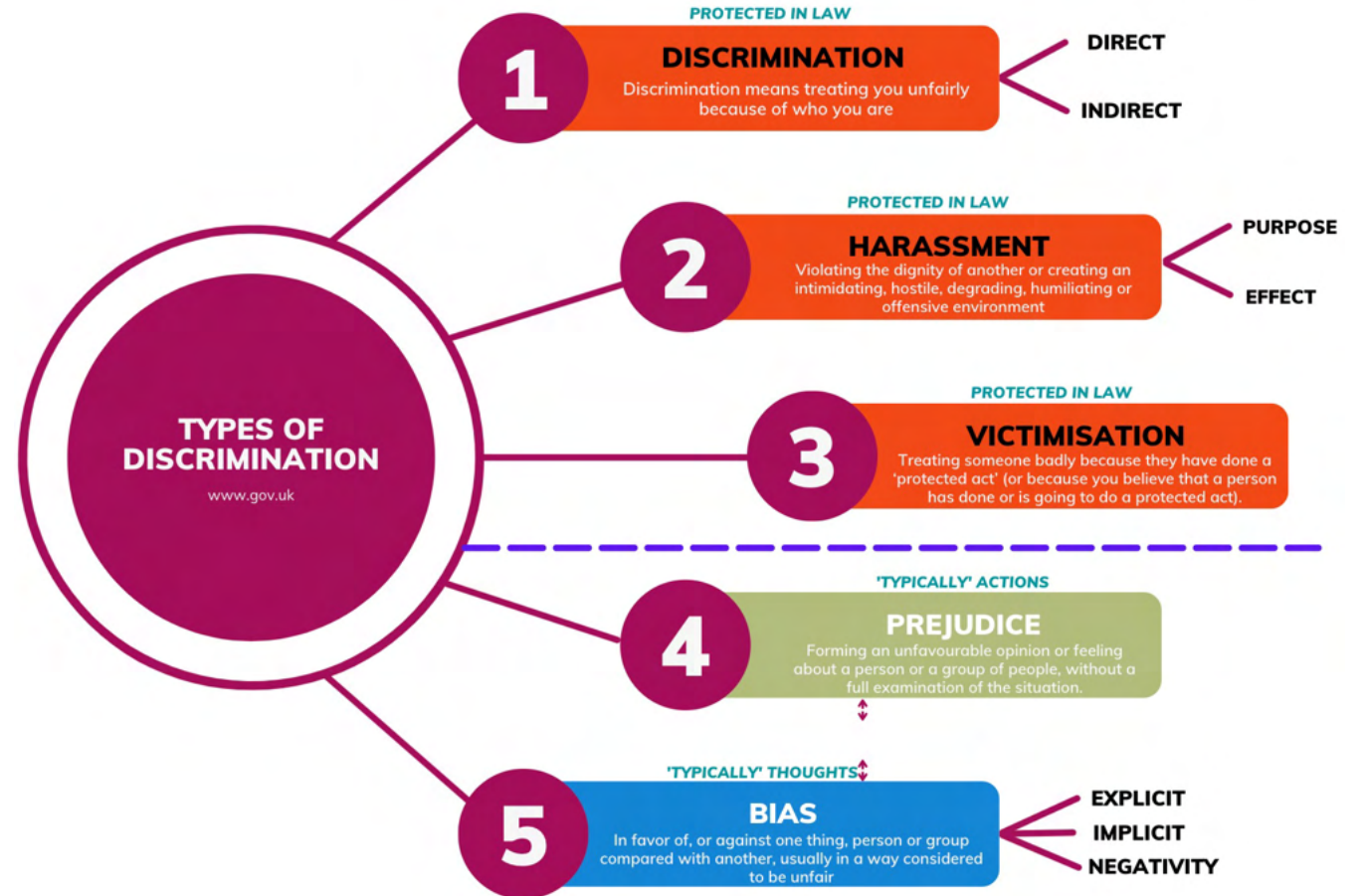
Practical Session

- **[Group Exercise]** SOAR Analysis (Strengths, Opportunities, Aspirations & Results)
- Privilege
- Social Mobility
- **[Group Exercise]** Fishbone Diagram (Root Cause Analysis)
- Colonialism, Imperialism & Empire

Quick Recap

Session 1 - Module 7001

Session 2 Recap (Module 7002)



Dita attended a beauty clinic in Glasgow having booked to receive a facial treatment. Arriving with her guide dog, she was told by reception staff that the dog would not be allowed into the treatment room and would need to wait outside.

This is an example of direct discrimination, specifically disability discrimination

Helen, complained about the attitude of her line manager, towards her Irish nationality. The offensive behaviour included repeatedly likening Helen to women on the TV programme "My Big Fat Gypsy Wedding", the manager said that her comments were office banter and that she did not intend any malice.

The employment tribunal upheld claims of direct race discrimination, racial harassment and constructive dismissal.

Colleagues asked Alex whether or not he liked football. When Alex told them that he was not interested, his colleagues said "you're gay then". Alex filed a grievance, which the HR director rejected, on the basis that the remarks were office banter. The company's evidence was that this expression is "quite normal in North East England football circles", and is treated as a joke.

Alex won a sexual orientation and belief harassment claim

Direct Discrimination

Indirect Discrimination

Harassment

Victimisation

In your groups, please read the following examples. Each example relates to a form of workplace discrimination, harassment or victimisation. As a group you must decide which one applies to each of the examples and why

Quick fire questions

- What is positive action? When can it be used?
- What is confirmation bias?
- What is anchoring?
- What is the halo / horns affect?
- Define the term non-binary
- Why is toxic positivity dangerous in your workplace?
- Why is DEI important to Energize?
- What are the 9 protected characteristics?
- What 3 things do human beings need to thrive (self-determination theory)

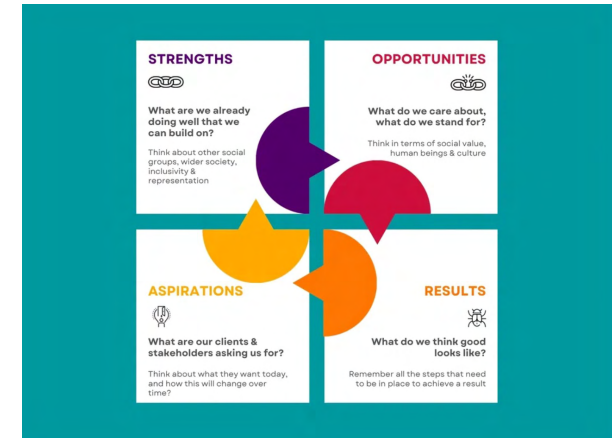
Session 3

Module 7003

Practical Session

Group Exercise

Strengths, Opportunities,
Aspirations & Results



SOAR Analysis

At this stage of the process, it is important to understand why we are here and what we are trying to achieve. Our job is to facilitate this within your organisation but only you know how your business ticks, and how things work internally.

As a leadership team let's explore some critical questions:

- What do we feel are the important areas of focus? Can we articulate what we are trying to fix?
- Where are our areas of development & growth (Personally & Commercially)
- Do we think our current DEI delivery is enough to future proof the business?
- What do our clients and stakeholders want from us (now and in the future)?
- Do we have the internal systems and processes to support our DEI journey?

STRENGTHS



What are we already doing well that we can build on?

Think about other social groups, wider society, inclusivity & representation

OPPORTUNITIES



What do we care about, what do we stand for?

Think in terms of social value, human beings & culture

ASPIRATIONS



What are our clients & stakeholders asking us for?

Think about what they want today, and how this will change over time?

RESULTS



What do we think good looks like?

Remember all the steps that need to be in place to achieve a result



Privilege

a special right, advantage,
or immunity granted or available
only to a particular person or group.

- Racial
- Gender (Gender-identity)
- Religious
- Sexuality
- Socio-economic
- Educational
- Body Size / Perceived Attractiveness
- Language
- Family structure
- Geography (modern utilities)



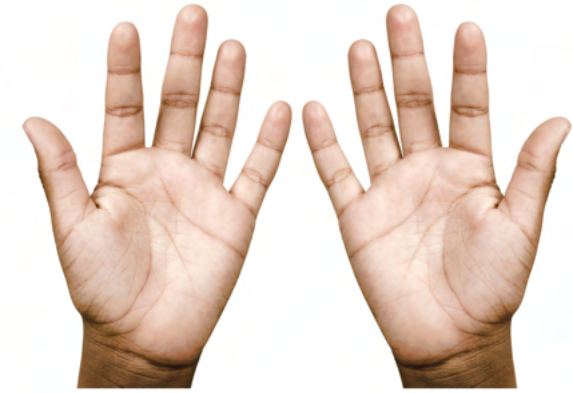
White privilege is the multiple social advantages, benefits and courtesies that come with being a member of the dominant race.

This doesn't mean that, as a white person, you haven't worked hard for what you have, or that you haven't suffered. In reality, society was designed by, and to benefit, the small subsection of people already in power.

Because of the intersectional nature of society, this means that it's incredibly likely you have experienced some form of oppression - the gender pay gap is still 18.4%. After housing costs, the proportion of working age disabled people living in poverty (26%) is higher than the proportion of working age non-disabled people (20%). 35% of LGBT staff have hidden or disguised that they are LGBT at work because they were afraid of discrimination.

However, it doesn't mean that your skin tone is one of the things making your experiences harder - and your experiences of oppression are not going to be exactly the same as those experienced by people of colour. For example, while white British women are paid on average £11.21 per hour, Pakistani women make £10.10. BAME* young carers and their families identified language barriers as one of the key reasons they're unable to access support. 12% of BAME LGBT employees lost a job because of being LGBT, when compared to 4% of white LGBT staff.

In the UK, it is assumed that white identity is the default - we see this in the justice system, where 94% of police officers are white, and there are 2,564 white court judges but only 30 are Black. In education, 92% of teachers are white. Only 1% of children's books feature leading characters from Black, Asian and Minority Ethnic (BAME) backgrounds.



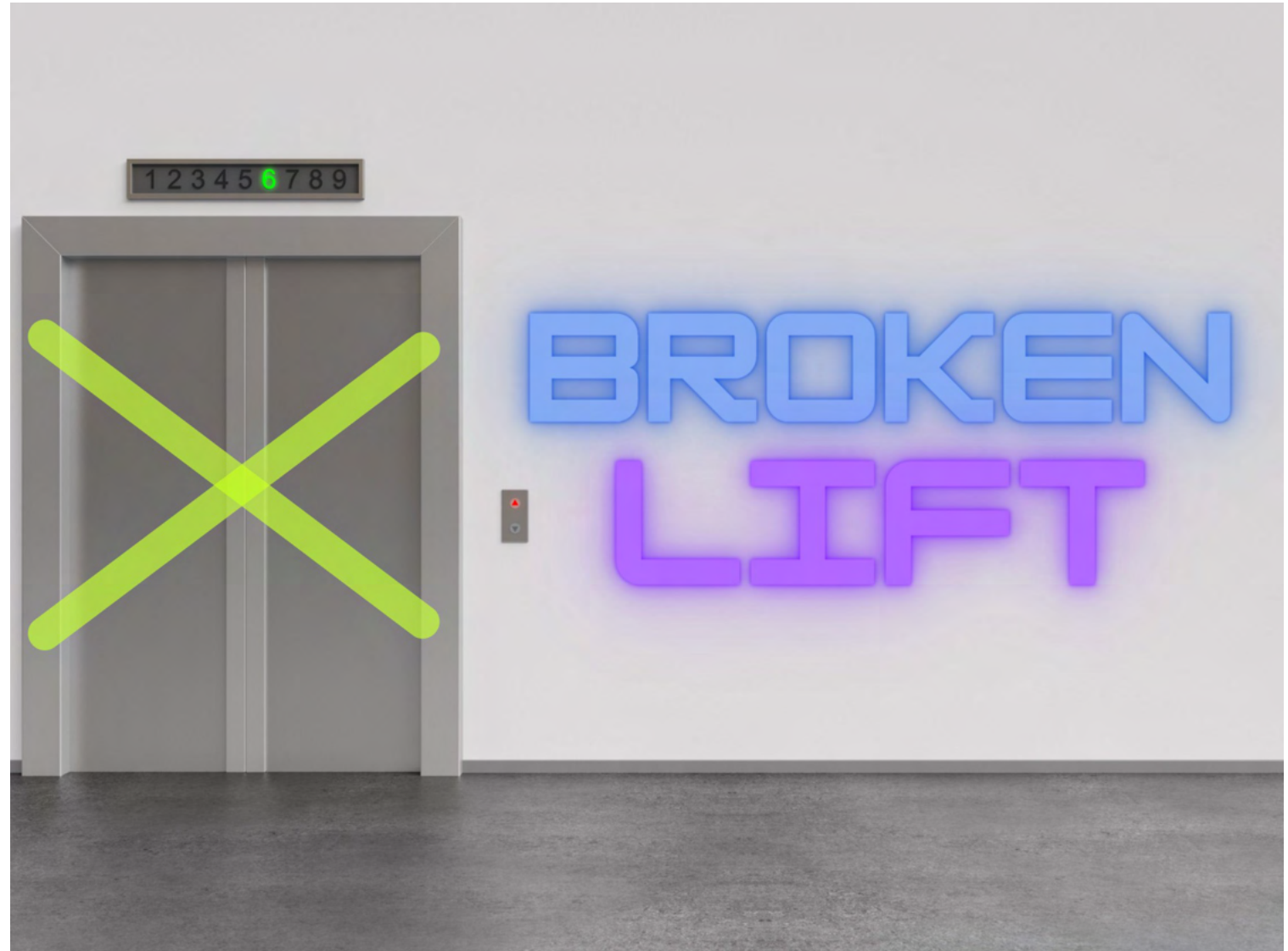
Put one finger down if you have ever...

- Been followed or watched in a shop because they thought you might be going to steal something
- Been taught not to run in the street in case people think you're running away from trouble
- Rarely seen movies with lead characters who looked like you
- Had very few books with characters that looked like you
- Had no teachers who look like you
- Been asked 'where are you from?' by someone expecting a different country
- Had someone insult you because of the colour of your skin
- Had someone refuse to play with you because of the colour of your skin
- Been taught how to stay safe if stopped by the police
- Ever been stopped by the police
- Felt frightened for the safety of someone in your family because of their skin colour
- Had to celebrate your religious holidays (Christmas, Easter, Eid) outside school holidays times
- Had a plaster that doesn't match my skin colour (not counting a cartoon one!)
- Been told that my natural hair doesn't match school rules

Social Mobility

the movement of individuals, families, households, or other categories of people within or between social strata in a society

- Occupation
- Income
- Wealth



The Social Mobility Commission

an independent statutory body



Contents

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- [Who we are](#)
- [Commissioners](#)
- [Policy and Evidence Advisory Panel](#)
- [Definition of social mobility](#)
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The SMC is an independent statutory body (an organisation created by an act of Parliament). In line with the [Welfare Reform and Work Act 2016](#), it is a continuation of the body previously called the Social Mobility and Child Poverty Commission.

Responsibilities

We are responsible for:

- publishing an [annual report](#) setting out our views on the progress made towards improving social mobility in the United Kingdom
- promoting social mobility in England, for example, by challenging employers, the professions, universities and schools to play their part in promoting social mobility
- carrying out and publishing research in relation to social mobility
- providing advice to ministers (at their request) on how to improve social mobility in England - this advice must then be published

Low Social Mobility

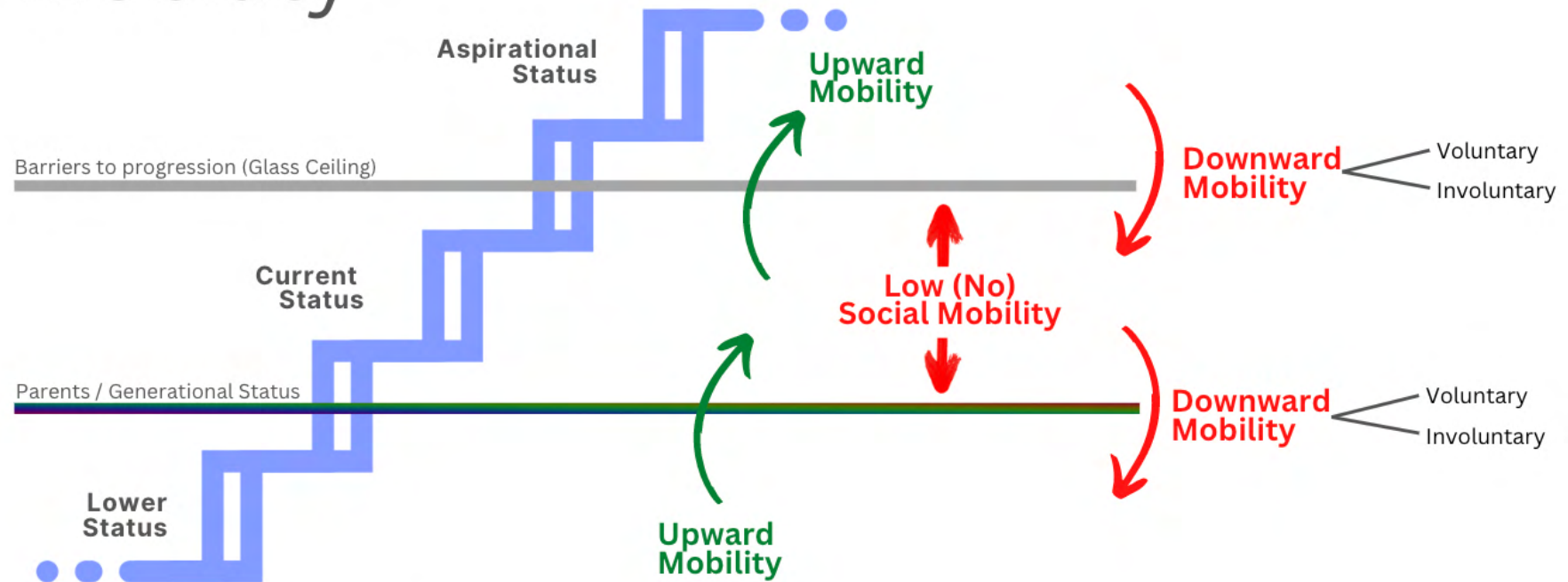
- In the UK today, the data tells us that your social background still impacts your opportunities in life:
- By the age of three, poorer children are estimated to be, on average, nine months behind children from more wealthy backgrounds
- By 16, children receiving free school meals achieve 1.7 grades lower at GCSE
- Just 7% of children in the UK attend independent schools, but 30 per cent of all A* grades at A level are achieved by these children
- 32% of MPs, 51% of top medics, 54% of FTSE-100 chief execs, 54% of top journalists and 70% of High Court judges went to an independent school, compared to 7% of the population

**Source: Deloitte*

Downward Social Mobility

- Downward mobility takes two main forms: **voluntary** and **involuntary**. Some people voluntarily choose to take a 'lower' occupation. For some, however, this shift is involuntary and individuals face structural barriers preventing them from moving up
- Downward mobility is highest among women with several children, ethnic minority groups and individuals with lower educational qualifications
- Between 2014 and 2018, 21% of men and 24% of women aged 30–59 experienced downward mobility in the UK. This puts the UK close to the international average (28%), according to research by the OECD and others. However, we do not know what a 'good' level of downward mobility looks like in comparison.
- Downward mobility is a largely persistent state – of those experiencing downward mobility in a given year, about 80% remain downwardly mobile (in an occupation lower than their parent's) five years later. Again, there is not enough evidence to suggest what the ideal target should be.

Social Mobility



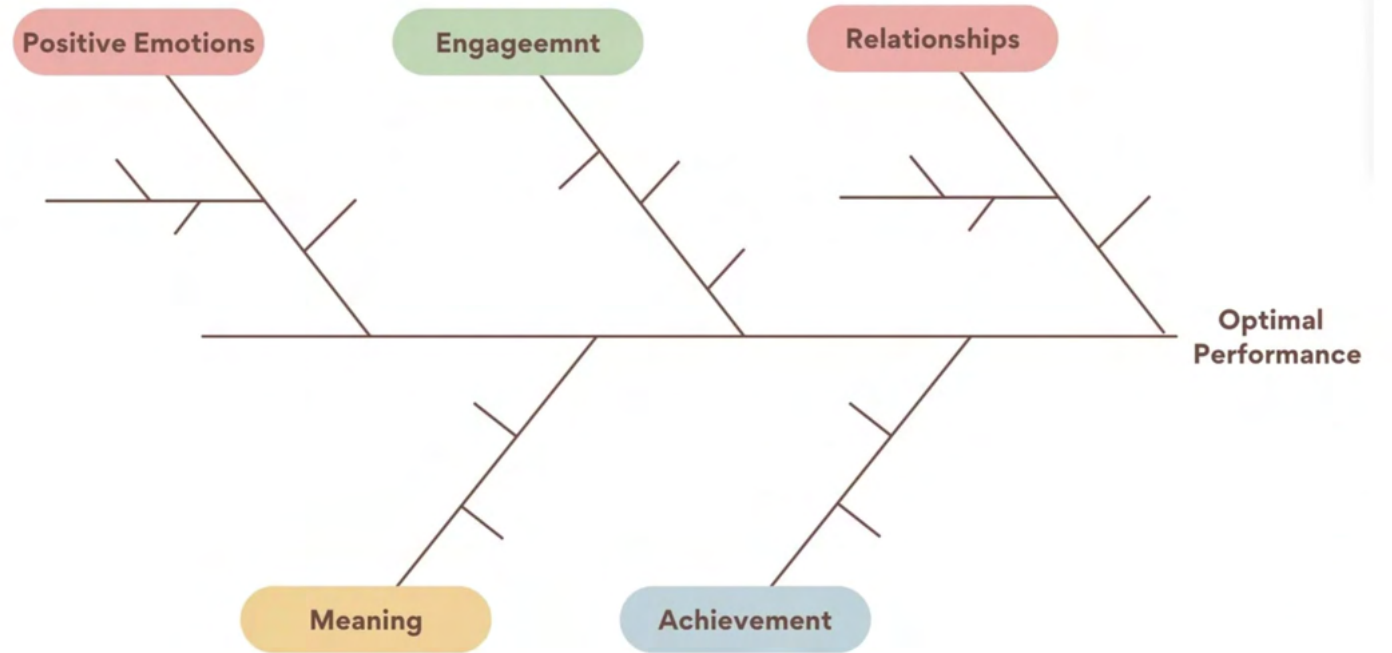
Social Mobility is typically measured using:

- Occupation
- Income
- Wealth

.....TIME.....>

Group Exercise

Fishbone (Ishikawa)



Positive Emotions

- Do do you currently help each employee to experience positive emotions at work? If so how? (Joy, pride, hope, love, inspiration, interest, gratitude etc)
- Thinking about people who have chosen to leave the business (exit interviews, feedback), has a lack of positive emotions played a part in their exit, if so why?
- Nurturing positive emotions is an obvious part of the mental wellbeing agenda. What else should form part of a wellbeing agenda and how might this help attract and retain staff?

Engagement

- How do you / the business, encourage every employee to use their voice, and does this approach differ depending on age, gender, or hierarchy?
- How do you / the business help each employee find their flow and how does this impact staff retention?
- How does the level of engagement differ between those who stay in the company and those who leave?
- What else can you / the business do to optimise engagement and create a culture that nurtures diverse talent?

Relationships

- What activities/ practices are in place for the business to nurture positive relationships between colleagues?
- How might the need for connection vary across people of different age groups, gender, and career stages?
- How might the quality of human relationships help attract and retain talent and what new initiatives might you like to set in place?

Meaning

- How do you / the business help employees make their work meaningful?
- How does our need for meaningful work change over time/ as we progress through our career?
- How do you / the business support employees at each stage of their journey?
- How might promoting meaning/ purpose help attract and retain employees and what else can you / the business do to leverage this?

Accomplishment

- How do you / the business help each employee grow?
- How is this approach tailored to the gender, age, and career stage of each person?
- If personal and professional growth is a fundamental need for mental wellbeing, what extra initiatives might you / the business create to attract and retain talent?

In your groups – 20 Minutes

- Draw a fishbone diagram (label with PERMA)

- Use the questions to spark a discussion around the quality of PERMA within the organisation

- Note areas of concern / opportunity - Make suggestions

- You will need to refer to this fishbone again, so make it clear and take a picture of it on your phone when complete



Introduction to Colonialism, Imperialism & Empire

- Colonialism is not a modern phenomenon. World history is full of examples of one society gradually expanding by incorporating adjacent territory and settling its people on newly conquered territory.
- In the sixteenth century, colonialism changed decisively because of technological developments in navigation that began to connect more remote parts of the world.
- The modern European colonial project emerged when it became possible to move large numbers of people across the ocean and to maintain political control in spite of geographical dispersion.
- This entry uses the term colonialism to describe the process of European settlement, violent dispossession and political domination over the rest of the world, including the Americas, Australia, and parts of Africa and Asia.

EMPIRE

When a single authority controls multiple territories, states, and countries.

IMPERIALISM

The domination and subordination of one state over others. Often motivated by the acquisition of land, resources, or strategic positions.

COLONIZATION

The settlement of people in an area, with a degree of cultural control in addition to control of land and resources.

Session 3 (7003)

(Did we do it)?

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