



West Midlands Leadership Commission

Diversity in Leadership

Resource report: the state of knowledge
and new evidence about diversity in
leadership in the West Midlands

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Foreword: The Leadership Commission

Foreword – Anita Bhalla OBE, Chair of the Leadership Commission

The West Midlands Combined Authority took a bold step when they asked for this Commission to be set up. From the outset we knew there was a deficit in the diversity of Leaders both in the private and public sectors but there was insufficient robust data to address this issue. In setting up the Commission the CA knew that it too would have to open itself up to scrutiny.

In the region we are witnessing an exciting and rapid shifting of the political, economic, social, cultural, environmental, and technological landscapes. Our region is a microcosm of the world marked by Globalisation, Digitisation and Diversity yet this does not touch on the lives of some of our most marginalised people.

There are three striking metrics of the West Midlands. This region is one of the most ethnically diverse areas in the UK, and in Europe. In addition, Birmingham is one of the youngest cities in Europe with under 25 year olds making up 40% of the population. It is also the only UK city in which the population is increasing and is set to become the first majority 'black' city in the UK by 2020.

Our research has found that a fuller profile of diversity in leadership in the WMCA area is not possible to construct because of data gaps. Nevertheless, enough information is available to show there is a significant leadership diversity gap.

More analysis would be helpful on 'diversity within diversity' or 'intersectionality', that is, the representation of groups that have two or more of potentially under-represented characteristics. There is also a need for more monitoring of information to be able to evaluate better the impact of leadership diversity promotion activities.

The region has an exciting opportunity to grow rapidly economically but will be held back if we do not tackle the underrepresentation in leadership roles from people of all backgrounds. It is vital that if we want to develop an inclusive region, where people are respected and feel a part of society we need to look at the importance of diversity leadership with a determination to put into place actions which not only embrace it as a concept but adopt it in all of our societal and political decisions; this needs to happen in our streets and neighbourhoods as well as in our public and private institutions.

I want to thank the Commissioners who have spent the last nine months in not only guiding the work but being out and about listening to people. They are:

- Anisa Haghdadi - Beatfreeks
- Bas Javid - West Midlands Police



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- Suzy Verma - HSBC
- Tim Rayner - Browne Jacobson
- Vidar Hjordeng - Consultant with ITV news

We the Commissioners feel that this is the beginning of a long overdue journey. The work for our current leaders in the private and public sectors begins now.

As a Commission we could not have undertaken this important work without the support of our Universities in the region. This work was led by a dedicated team from the University of Birmingham under the stewardship of Jenny Phillimore, Kiran Trehan, Jane Glover and Yanan Zhang.

Foreword - Councillor Steve Eling

Inclusive Leadership for Inclusive Growth

The Leadership Commission was established to identify the fundamental issues within our region that prevent our high-level positions being reflective of the communities we live in.



As the WMCA portfolio lead for Cohesion, Inclusion and Public Service Reform the work of the Leadership Commission is pivotal to delivering on my agenda for reform and for instigating positive change across the region.

The diversity of the West Midlands is one of our biggest strengths, we have a young and incredibly diverse population for which we need to ensure there are opportunities to grow and flourish. We want change to be sustainable and not just about meeting 'quotas' to deliver diversity.

We know that people from under-represented groups are not taking advantage of the opportunities we want the region to provide for them. There are barriers to progress in life and work which are felt disproportionately by certain communities, groups and individuals. This is not a new issue, but it is a critical one. We will not close the productivity gap articulated in our Strategic Economic Plan without inclusive leadership and inclusive growth that enables more of our citizens to play a full part.

Inclusive growth means using diversity as an asset – but what the Leadership Commission makes clear is that we will need a step change in practice to get there. Inclusive Growth can only become sustainable through the evolution of a more inclusive leadership culture and practice across the region.

The work of the Commission over last 9 months has been supported by academic teams who have produced some fantastic data on which to develop our understanding of the barriers preventing a more diverse leadership across our region. But we have sought to go beyond this and to look at some of the real stories behind the headlines so that our path forwards creates sustainable solutions that will deliver the long-term change needed to deliver inclusive leadership.

I am incredibly proud of the work that has been achieved through this commission. The challenge is now is to act on the recommendations in collaboration across our region.

Foreword – Andy Street, Mayor of the West Midlands

In my time as Managing Director of John Lewis, Chair of the Greater Birmingham and Solihull LEP, and candidate for the Mayoralty I was constantly struck that meetings of regional leaders involved many people who looked like me – white, male, middle aged! All were admirable individuals in their own right, but as a group we did not reflect the rich diversity of our vibrant region. On becoming Mayor I was determined to try to do something about that as it can't be right that the half who are women, third who are from BAME backgrounds and the 20% who have some form of disability are underrepresented in our leadership. The Leadership Commission under the chairmanship of Anita Bhalla OBE was therefore born.

I am extremely grateful that the WMCA, local councils, businesses and our regional institutions have come together to provide data, ideas and support for changing the makeup of the leadership of our region. That's been combined with real life experience from the many



focus groups led by our commissioners and strong academic input from the Universities of Birmingham, Wolverhampton, Birmingham City, Warwick and Coventry. IRiS (Institute for Research into Superdiversity) at the University of Birmingham have been the main drivers of this report and I am grateful for the dedication in producing this report.

I am pleased that the outcome is honest and challenging to us. The recommendations call for better talent pipelines for people of all backgrounds whether their diversity is evident or not.

The Commission calls on all of us in leadership positions to think what difference our own actions can make, to ensure we release the potential of our fellow citizens and ensure the West Midlands becomes a place where everyone can fulfil their potential. I look forward to using the Mayoralty to help make this happen.

Chapter 1: Introduction and methods

The surge of interest in the field of diversity and inclusion (D&I) at the workplace (mainly relating to concerns such as gender, age, ethnicity, race, nationality, disability, sexual orientation, and religion) owes much to fundamental economic, socio-demographic and legislative changes taking place globally (Shen et al., 2009; Oswick and Noon, 2013).

This report details the current state of affairs in relation to leadership diversity in the West Midlands. The West Midlands Leadership Commission (WMLC) was launched by the West Midlands Combined Authority (WMCA) in 2017, with a view to examining the evidence base in relation to diversity and leadership across the Combined Authority and outlining recommendations to enhance the diversity of leadership where gaps were evident. The leadership of the wider WMCA and its constituent authorities had come under scrutiny for its own composition, and in response the Mayor committed to explore what lies behind this, and inequities in other sectors, and to take appropriate action. The Mayor and the wider membership of WMLC were keen to ensure that leadership in the region reflects the diversity of the local population, which of course varies considerably, to ensure all communities are represented and everyone can aspire to leadership. To be a successful and thriving region in the twenty-first century, we need to make the most of the talent and potential that we have in the region.

The West Midlands is a diverse region and the WMLC seeks to improve the opportunities for people from those communities and groups which are currently under-represented in the leadership of the West Midlands. This should contribute to ensuring the leadership of the future is representative of the region it serves.

The aims of this report are to present evidence about the state of leadership in the WMLC area and to achieve the following objectives:

- Examine the state of knowledge about leadership in different sectors;
- Understand the current representation of diverse groups in leadership positions;
- Identify the barriers, which diverse groups face in the West Midlands;
- Identify good practice in the Private and Public Sectors;
- Contribute to the development of recommendations arising out of the commission (WMLC, 2017).

WMLC (2017) identified a number of specific groups whose members are under-represented in leadership positions across the West Midlands in all sectors, including:

- Women;
- Black and minority ethnic groups (BME);
- Lesbian, gay, bisexual and transsexual people (LGBT);
- Disabled people;
- White working-class males



This report looks at the extent to which leadership in the WMCA reflects the presence of the above groups, based upon new analyses of existing data sets, a review of the academic, industry, third sector and government literature, and some primary research involving analysis of internet and policy materials. This report provides the evidence base for the WMLC summary report (2018), in which attention is given to providing an overview of leadership in the WMLC area and to the development of recommendations for future actions that can be adopted by WMCA, the membership of the WMLC and by organisations from all sectors in the area.

Acknowledgements

We would like to thank the commissioners for their insights into the work we present in this report, as well as colleagues at the universities of Birmingham, Birmingham City, Coventry, Warwick and Wolverhampton who developed reports that are summarised in this final report.



Part 1: Background to diversity in leadership

Chapter 2: The state of knowledge on diversity and leadership

This section of the report provides evidence from the general literature on diversity, leadership, leadership development and the leadership pipeline. For more detailed discussions on specific sectors - public services, local authority, NHS, education, further education and higher education, professional services, and cultural industries - we guide the reader to the separate sector reports. As we have found scant evidence on the white working class, we have not included this in this report and guide the reader to the report by Coventry University, which specifically focuses on the white working class.

Diversity

Employers are increasingly recognising that a diverse and inclusive workforce is critical to success in the 21st century global economy (Henry et al., 2014). Contemporary approaches extend the notion of diversity in relation to gender and race to a broader definition of diversity to include dimensions such as age, religion, sexual orientation, veteran status, and disability (Henry et al., 2014). Other scholars offer different dimensions and types of diversity, including differences in terms of race, age, gender, religion, sexual orientation, functional knowledge, personality, and culture (e.g. Homan et al., 2008; Mannix and Neale, 2005; Stahl et al., 2010; van Knippenberg and Schippers, 2007).

Diversity can be divided into different categories: Visible (demographic) diversity (such as race, gender, and age), invisible (informational) diversity (such as work experience, educational background, functional background, and tenure), value diversity (e.g. due to culture or religion) or psychological characteristics such as personalities and attitudes (Harrison, Price and Bell, 1998).

Despite manifold and long-standing research efforts, there is no consensus on whether the 'widespread "diversity turn" in governance and management' is able to create substantial change for the inclusion of historically disadvantaged groups and for increasing equal opportunities in general (Vertovec, 2012, p. 287; Dobusch, 2017).

Diversity management has become an increasingly researched topic, however there are criticisms about the effectiveness of diversity policies (some of which are discussed below) and diversity management in practice, to fundamental doubts about the usefulness of the diversity concept (see Dobusch, 2017). Diversity management includes a range of human resource practices such as diversity policy statements, active recruitment, training and development, remuneration packages, management accountability, and community support (Blanchard, 1989; Konrad and Linnehan, 1995; Ng and Burke, 2010; Ng and Wyrick, 2011). The implementation of diversity-related practices yields one major concern in that they may simply generate a 'happy image of diversity' instead of transforming organisational structures and cultures (Ahmed, 2012, p. 152; see Nkomo and Stewart, 2006). The ineffectiveness of diversity-related practices is caused by the overemphasis on a 'managerial perspective' (Zanoni et al., 2010; see also Lorbiecki and Jack, 2000; Thanem, 2008), i.e. on how managers should handle or create a diverse workforce instead of concentrating on the needs



of all organisational members at different hierarchy levels and work areas (Dobusch, 2017, p. 1645).

Senior management typically creates a diversity strategy which will be tailored to the needs of the organisation, and can include: the current demographic of the workforce and identified areas in need of change; the need for visible role models; indicators of an open, inclusive environment; employees' perceptions of organisational culture and managerial competency around diversity; the diversity of related stakeholders (customers, suppliers, shareholders); and the benefits of improved creativity, productivity, and resilience derived from a diverse workforce at all levels.

Increasing diversity

During the past three decades the UK government has introduced legislation that covers equal opportunities employment practices, including the 1975 Sex Discrimination Act, the 1976 Race Relations Act, the 1995 Disability Discrimination Act, the 2000 Race Relations (Amendment) Act, the 2003 Employment Equality (Sexual Orientation) Regulations, the 2003 Employment Equality (Religion or Belief) Regulations, and the 2004 Disability Discrimination (Amendment). The UK Equality Act 2010 contains provisions that allow employers to adopt positive action measures to achieve greater equality. Section 158 provides for general types of positive action measures, such as training initiatives to encourage under-represented groups to apply for jobs or promotion. Section 159 of the Act permits employers to take into account a legally protected characteristic, including gender, when making decisions about recruitment or promotion where the person with the protected characteristic belongs to a disadvantaged or under-represented group. This applies to a tie-break situation in the final stages of the hiring process, when remaining candidates are "as qualified as each other" (for detailed discussion see: Manfredi, 2017).

Equal employment opportunities (EEO) and affirmative action (AA) have been two approaches used in order to increase the diversity of an organisation's workforce. EEO refers to policies such as those described above and also human resources policies of individual organisations guaranteeing access to job interviews (for example the Two Tick disability scheme), and more broadly to development and qualification initiatives with respect to all aspects of employment and career development, such as getting jobs, promotions, pay, and access to training. AA refers to a system of practices, such as hiring quotas, designed to directly increase the proportion of people from minorities in the workplace. Quotas were typically set to make up for past discrimination and can be forced upon organisations by governments or they can be voluntary. EEO and AA initially focused on women and people of colour, although more recently they have expanded to include other dimensions of diversity such as age, disability, sexual orientation, religion, social class, education or function, national origin, and language (Pitts and Wise, 2010; Ng and Wyrick, 2011; Shore, Chung-Herrera and Dean, 2009).

A leader who is an effective, committed champion of diversity may need the skills of great leadership, defined as: the ability to engage others in shared meaning; a distinctive and compelling voice; a sense of integrity; and adaptive capacity, the ability to conquer a negative situation and emerge stronger (Bennis and Thomas, 2002).

Leadership

According to the business literature and corporate publications, leadership is, and has been, consistently ranked as the single most important issue both today and in the future. With an increasingly diverse workforce, being able to lead people from different social and cultural backgrounds has become paramount for business success. Leaders must challenge the status quo, enable creativity, be innovative, and empower their employees (Dess and Picken, 2000; Sen and Eren, 2012). The problem organisations face is who these leaders will be and where they will come from.

The goal for leadership development in the twenty-first century should focus on the development of cross-cultural leaders, resulting in a new generation of multicultural professionals (Thomas, 1996; Kahn, 1999; Yukl, 2002; Shelton, McKenna and Darling, 2002). Leadership theory is well established, however models of leadership tend to focus on personality traits that distinguished leaders and neutralised 'difference', including considerations of how gender and race/ethnic dimensions may impact leadership (Parker, 2005). Leadership stereotypes tend to be linked to white, male, heterosexual, middle class attributes (Coleman, 2012). These issues remain in contemporary leadership theory (Showunmi, Atewologun and Bebbington, 2016). Distributed leadership has moved the focus from individual to relational dimensions (e.g. Gronn, 2002) and transformational leadership, which emphasises that leaders need to engage with others and can impact upon followers (Showunmi, Atewologun and Bebbington, 2016).

Leadership studies on diversity often focus on single categories, for example gender or ethnicity, which presents problems for the intersectionality of individuals (Cole, 2009). This approach limits our understanding of the complexity of individuals' experiences (Coleman, 2012), as we do not consider how other factors such as identities, historical, and contemporary social context influence these (Bohan, 1993; Gunaratnam, 2003).

Leadership and diversity scholars (e.g. Ayman and Korabik, 2010; Eagly and Chin, 2010) criticise the lack of research exploring diversity in leadership and have argued for closer integration between the two. Challenging assumptions that leadership is gender and culture neutral is problematic both for individual leaders and organisations (Showunmi, Atewologun and Bebbington, 2016). In reality, 'gender and culture affect leaders' style, behaviour, emergence and effectiveness in many complex ways' (Ayman and Korabik, 2010, p. 166).

McCuston, Wooldridge and Pierce (2004) found that to successfully lead today's workforce, diverse or not, leaders must fulfil multiple roles. A leader must be a visionary, a risk taker and a decision-maker; they must be able to listen, communicate effectively, support, facilitate and mentor others. Effective leadership in diverse organisations requires knowledge, change strategies, open and honest communication, and identification of available resources.

A note of caution - in determining leadership positions, the literature suggests that these mean different things to different organisations. It is therefore a relative concept particularly when looking at senior leadership positions. For example, while in some organisations there are only a small number earning salaries over £100,000, in central government there are several hundred managers over this salary level. Thus notions of seniority are inherently



slippery and pitching definitions at a fixed salary or socio-economic group is not a guarantee

of identifying someone for whom a shared understanding of seniority can be arrived at (Roulstone and Williams, 2014, p. 21).

Barriers to diversity in leadership can be found at different levels - societal, organisational and individual. Societal level barriers include factors such as social stereotypes. If the media perpetuates stereotypes of leaders as white and male (Medianu and Esses, 2016), it will be difficult for visible minorities and women to be perceived as viable candidates and advance to such leadership positions (Wilson, 2004; Catalyst, 2007). Organisational level barriers range from organisational processes and strategies to personal development opportunities. One of the main barriers for visible minorities to advance to leadership positions is the lack of mentors or role models and the lack of formal networks to access job leads (Catalyst, 2002). Other barriers include racism, stereotyping and negative attitudes toward the skills of visible minorities (e.g. Esses, Bennett-AbuAyyash and Lapshina, 2014). Individual barriers can include the behaviour of individuals themselves. For instance, women are less likely to engage in leadership behaviours such as promoting themselves, asserting themselves and negotiating (Bowles and McGinn, 2005; Bowles, Babcock and Lai, 2007).

Leadership development

Leadership development has traditionally focused on improving individuals' leadership capabilities (Day, 2001). This has been done through approaches that develop knowledge, skills and attitudes (Banathy, 1968; Society for Human Resource Management, 2016). However, these approaches assume a 'one-size-fits-all' leadership development (Riggio and Reitchard, 2008). There are a number of generic skills required for leaders to be successful such as reasoning, critical thinking, decision making, which ignores the developmental needs of the 'individual' each of whom have unique career development needs. For example, ethnic minorities may have unique career experiences (Chin, 2013; Kawahara, Pal and Chin, 2013; Leong, Cooper and Huang, 2008). Conversely others within the organisation may have different leader schemes and expectations for minorities (Burris et al., 2013). For example, occupational and leadership stereotyping may evaluate the leadership abilities of minorities solely on the basis of their ethnicity (Sy et al., 2010). This may encourage those in senior positions to steer minorities into technical (vs. management) careers that may cap their ability to rise within the leadership hierarchy and managers (Sy, Tram-Quon and Leung, 2017).

Allowing individuals to challenge and change leadership assumptions within organisations has been identified as an effective strategy for leadership development (Showunmi, Atewologun and Bebbington, 2016). It is also key to tailor leadership development programmes to cater for people's different identity elements. People's identities are shaped by several factors which create unique perspectives. This intersectionality is a key element of our identities. Therefore, leadership programmes should, for instance, not just cater for women or for BME, but for female BME. Likewise female BME should be included in gender networks and individuals should be encouraged to discuss intersections (Mendoza-Denton et al., 2010; Showunmi, Atewologun and Bebbington, 2016). Encouraging collaborative dialogue between women of all backgrounds is also key (Cole, 2009). Leadership



development should include succession planning and governance structures through developing leadership competencies and leader organisational values (Wilkins, 2014).

Diversity in leadership

Diversity in leadership is important because it ensures a broad range of perspectives are included in any decision-making process (Cukier and Yap, 2009). Equally important, diversity in leadership signals an equal access to power to all citizens (Evans, Lum and Shield, 2007).

Diverse leadership in the corporate sector provides access to new domestic and global markets; helps organisations attract and retain the best talent (although this can be questionable); supports creativity and innovation; improves financial and organisational performance; and promotes social inclusion by providing diverse role models to inspire and shape the development of the next generation (Medianu and Esses, 2016, p. 12)

In the voluntary sector, diversity in leadership is important because it ensures that the diverse needs and interests of clients, volunteers and stakeholders are being understood and addressed (Guo and Musso, 2007). Diversity in leadership also has a positive effect on fundraising activities, an essential component for a primarily funding-based sector such as the voluntary sector (HR Council, 2012). In the education sector, diversity in leadership is important because it inspires the next generation of leaders and provides generational capacity and motivation to participate in a heterogeneous and complex society (Gurin, Nagda and Lopez, 2004).

Leadership experiences will be different for individuals from all diverse backgrounds. Individuals from certain groups (e.g. LGBT, BME) will have fewer optimal experiences than those of the majority (Wilson-Kovacs et al., 2008). Top leaders in business and the public sector “told us again and again how certain experiences inspired them, shaped them, and, indeed, taught them to lead” (Bennis and Thomas, 2002, p. 46).

Leadership pipeline

Holzer and Neumark (2000) found when organisations had diversity practices it increased their recruitment efforts and led to an increase in the number of applications from women and ethnic minorities. They argue that this provides a pipeline of future leadership roles. Kalev, Dobbin and Kelly (2006) examined the different approaches for managing diversity and found the most effective for increasing the minority pipeline for leaders was establishing responsibility for diversity (e.g., diversity officer positions, diversity committees, affirmative action plans).

Organisations often pursue voluntary diversity management practices when they coincide with or enhance their business objectives e.g. increase profitability (Dickens, 1999; Giscombe and Mattis, 2002; O’Leary and Weathington, 2006).

However, once in an organisation, both women and people of colour report barriers to job satisfaction and organisational advancement (Catalyst, 2001; McCarty et al., 2005). Since the introduction of policy measures and voluntary diversity strategies in organisations, the major barriers experienced by women and other minority groups relate to upward career mobility rather than at the recruitment and job entry stage (Giscombe and Mattis, 2002).



Catalyst (2001) and the Corporate Leadership Council (2001) argue that the primary barriers to the advancement of non-white leaders include: lack of mentors and role models; exclusion

from informal networks of communication; stereotyping and preconceptions of roles and abilities; lack of significant line experience, visible and/or challenging assignments; and commitment to personal and family responsibilities (primarily for women) (McCarty et al., 2005, p. 156). Intersectionality also presents problems, for example Giscombe and Mattis (2002) pointed to the “double marginalization” which professional women of colour face because of gender and minority status.

Leadership by protected characteristics

Gender and leadership

The United Nations (UN) included gender equality and the empowerment of women in the sustainable development goals (Goal No. 5) for the 2030 Agenda (UN, 2017), on the grounds that gender inequality adversely impacts upon development outcomes for society as a whole (World Health Organization, 2015).

Women remain underrepresented within public, corporate, and private organisational leadership positions (Emmerik, Wendt and Euwema, 2010; Jones and Jones, 2017). Traditionally most writing on discrimination in organizations has focused on gender, and the difficulties women encounter when advancing in their careers (Kanter, 1977). Research on gender and leadership has focused on white women, yet the stereotypes attributed to them can be quite distinct from those ascribed to racial minority women (e.g., Berdahl and Min, 2012; Ghavami and Peplau, 2013; Hall et al., 2012; Landrine, 1985; Millard and Grant, 2006; Rosette et al., 2016). Female representation at senior organisational levels continues to lag well behind male representation. There is evidence of a positive relationship between female representation at a senior level and female representation at the level immediately below: the trickle-down effect (Gould and Sardeshmukh, 2017). Therefore nurturing the leadership pipeline is important.

Despite this long interest, women continue to experience difficulty regarding obtaining and establishing successful leadership careers because of the dominance of male leadership, including styles and approaches to leadership and the attributes required for successful leadership (Clarke, 2011; Doherty and Manfredi, 2010; Jonsen, Maznevski and Schneider, 2010; Lansford et al., 2010; Lopez-Zafra, Garcia-Retamero, and Martos, 2012; Muchiri et al. 2011; Muhr, 2011; Vanderbroeck, 2010). These biases lead to male-dominated recruitment policies for leadership positions indicating that leadership gender disparity continues to exist (Clarke, 2011; Ely, Ibarra and Kolb, 2011; Jones and Jones, 2017; Lansford et al., 2010; Nadler and Stockdale, 2012). This is despite research suggesting that women leaders add value (economic and social) to organisations (Jonsen, Maznevski and Scheider, 2010; Lansford et al., 2010; Nadler and Stockdale, 2012).

For example, there has been an increasing debate surrounding women and (senior) leadership highlighting that female leaders are disproportionately represented in organisations that have recently experienced a consistent pattern of poor performance or are



currently experiencing difficulty and as such are exposed to unfair criticism and the 'glass cliff' (Ryan and Haslam, 2007). The existence of glass cliffs suggests that female leaders often have very different experiences in their leadership roles than men do, not least

because these positions are associated with high levels of stress and can contribute to reduced organisational identification (Ryan, Haslam and Postmes, 2007; Wilson-Kovacs et al., 2008, p. 707). This is a result of a combination of organisational factors including a lack of formal and informal support from superiors and colleagues manifested in the absence of role models, mentoring and exclusion from professional networks, increased tokenism, isolation, alienation and prejudice (Ryan, Haslam and Postmes, 2007). Women who do make it to senior leadership positions experience resentment, condescension and resentment, discouraging women in the pipeline from seeking these senior positions (Thoroughgood, Hunter and Sawyer, 2011). Binns and Kerfoot point out the problem for women who aspire to leadership positions has been that 'the good leader is defined according to normative masculinity' (2011, p. 257).

There are many factors that can combine to create difficulties for women moving into senior leadership positions. These can include organisational settings, cultural and social norms, e.g. age, social status, and marital status, childbirth, working experience and career plans (Kalaizti et al., 2017)

Women are also faced with the double burden of professional and domestic demands. Without family friendly policies in organizations, women have a difficult time reconciling the conflicts that can arise between the domestic and professional realm (Wood and Newton, 2006).

There are other things to consider such as different gender communication styles, different behaviours and styles of leadership, as well as ways of networking and socialising within and beyond the organisation. There are a number of pipeline issues that can prevent women from progressing to the top including a lack of mentoring, initial placement in dead-end jobs, different standards for performance evaluation for women and men, little information regarding the responsibilities of senior leadership positions, and little or no access to informal networks of communication. However it is worth noting that the majority of these are used as interventions in the literature. For example, mentoring and the creation of peer networks and groups. These are discussed in the interventions section below on page 55.

Beeson and Valerio (2012, p. 421) state that leadership is often more challenging for women, as they must learn how to blend toughness with warmth in order to be seen as credible leaders. Women elite leaders are argued to have broken through the glass ceiling and achieved a 'masculine strategic situation' (Tyler, 2005, p. 569); however, their under-representation continues and there continues to remain a lack of research into their experiences (Mavin, Grandy and Williams, 2014; Terjesen, Sealy and Singh, 2009).

The development of future leaders in most companies is handicapped by the fact that promotional decisions to the C-Suite level are based on a set of unstated criteria for advancement. The lack of clarity regarding the factors used to determine who does and who doesn't progress to the executive level presents special challenges for aspiring women executives (Beeson and Valerio, 2012, p. 417).

Senior executives in most companies struggle with the subjective nature of the underlying skills needed for promotion (Beeson and Valerio, 2012). Such subjectivity can be highly



vulnerable to bias based on stereotyping. For example, two gender stereotypes that are used to describe men and women are agentic (for males) and communal (for females) (Ruderman and Ohlott, 2002).

Agentic behaviours include assertiveness, toughness, dominance, self-sufficiency, and self-promotion; communal behaviours assigned to women include agreeableness, connecting with others, cooperativeness, empathy, nurturing, and taking care of others (Beeson and Valerio, 2012, p. 420). There are a number of key skills required at the senior management and leadership level. These include: strategic skills, e.g. creating priorities, a direction for the organisation and spotting trends; build a strong high calibre team; manage implementation, e.g. establish roles, processes metrics; initiating innovation and change, e.g. have courage, tolerance for risk; lateral management, e.g. accomplish goals across organisational boundaries; executive presence, e.g. self confidence in difficult situations (Beeson and Valerio, 2012, p.420).

BME and Leadership

Black and minority ethnic people (BMEs) make up 12.4% of the UK working population. They only make up 5% of senior managers, and the gap of BMEs in management and non-management roles has widened from 1.1% in 2006 to 4% in 2013 (Stewart, 2016; Wyatt and Sylvester, 2015). If UK boards are to comply with the Code issued by the Financial Reporting Council (FRC) and reflect the people that work for them and the communities they serve, organisations need to have a leadership pipeline of talented, diverse individuals (Stewart, 2016).

BME managers and professionals tend to be concentrated in specific careers, with three-quarters of BME managers in just three sectors: public administration, education and health; banking, finance and insurance; and distribution, hotels and restaurants. By contrast, only 6.6% of head teachers, 3.3% of police ranks of chief inspector or above, and 2.4% of officers in the armed forces come from BME backgrounds. There are also just 62 BME FTSE 100 directors, no BME FTSE 100 CEOs, and only one BME Cabinet member (Evans, 2015).

Despite organisations implementing diversity and inclusiveness strategies, they have been less than successful in developing ethnic minority leaders (Shore et al., 2011). Sy, Tram-Quon and Leung (2017) suggest that traditional leadership development programmes may not be suitable for the specific developmental needs of ethnic minorities and this could be a contributing factor. Other scholars have identified a number of different reasons such as the lack of available insights and guidance for developing minority leaders (Leong, Cooper, and Huang, 2008; Sy et al., 2010; Thatchenkery and Sugiyama, 2011).

Interestingly, research shows people of Asian ethnicity, in comparison to their white counterparts, report lower aspirations for leadership (Festekjian et al., 2014). Sy, Tram-Quon and Leung (2017) identified 8 key success factors to assisting promoting up the management hierarchy, including: cultural acumen, rules of success, leadership branding, communication, social decorum, leadership aspiration, career determinism, and cultural inclusion.

The prospect for leadership advancement for minorities may be impeded when judgments about them do not match the expected norms of mainstream leadership prototypes (Burris et al., 2013; Festekjian et al., 2014; Sy et al., 2010). These norms and stereotypes of leaders



are often associated with white male, but they could also be dependent on the sector and type of organisation.

Riggio (2008) suggests that a one-size-fits-all presumption of leadership development doesn't necessarily prepare individuals for leadership roles nor does it develop the skills and experiences individuals need. This approach fails to provide development opportunities that are catered to the needs of ethnic minorities. Many scholars argue that ethnic minorities have unique career experiences and require cultural-specific leadership training (Burris et al., 2013; Chin, 2013; Day, 2001; Kawahara, Esnil, and Hsu, 2008).

Occupational and leadership stereotyping may steer minorities to technical (vs. management) careers that may cap their ability to rise within the leadership hierarchy and managers may evaluate the leadership abilities of minorities solely on the basis of their ethnicity (Sy et al., 2010). Changing these stereotypes may prove difficult for organisations and require carefully considered diversity management strategies in order to educate all concerned. Ethnic minority leaders may be judged by different criteria, according to these stereotypes, relative to their mainstream counterparts (Festekjian et al., 2014; Sy, Tram-Quon and Leung, 2017).

LGBT and leadership

Of all the strands covered by equality/diversity policy, sexual orientation has been described as one of the most 'sensitive' and indeed 'taboo topics' (Ward and Winstanley, 2003, p. 1256; Colgan et al., 2007, p. 592). LGBT has been characterised as one of the areas of 'invisible' diversity that has received much less attention in the management field than visible forms such as gender or race and ethnicity (Bowen and Blackmon, 2003, p. 1400).

We have found very limited research focusing on the current representation of the LGBT group in leadership positions in the West Midlands. We have very little evidence from the literature to identify good or bad practice across the West Midlands, although we do have a number of initiatives that have been undertaken in the professional services sector when we extend our search to a national level.

It is worth noting that little research has been conducted into the experiences of LGBT people in the UK workplace, (Wright et al., 2006, p. 465), and this appears to be a continued gap in the literature. This may be as a result of LGBT being a non-visible characteristic and a relatively new area of research which is 'sensitive', another problem is that there are methodological issues in conducting research on the LGBT community as it depends on individuals being prepared to identify as LGBT (Colgan et al., 2007). There is a paucity of research exploring LGBT individuals in senior leadership positions and this tends to be under the banner of diversity rather than a particular focus on the LGBT community. Stonewall (2017) provides useful information on issues surrounding the LGBT community and focuses on different aspects of life including education, higher education, workplace and the community. Stonewall has also developed a Workplace Equality Index (Stonewall, 2006) and Diversity Champion's programme (Stonewall, 2005).

Since 1996 a range of "good practice" organisations have recognised that a commitment to equality and diversity includes engaging with the needs of LGBT employees, but also service users and customers (Stonewall, 2006). However, these practices tend to be in terms of



general employees rather than focusing on those in senior leadership positions or the pipeline to senior leadership positions. For example, the then Ford of Britain and BT included sexual diversity within equality and diversity policies during the late-1990s and have

introduced same-sex partner benefits and established LGBT groups in the last five years. (Colgan et al., 2007, p. 595). Other organisations have introduced LGBT formal networking groups and same-sex benefits.

Stonewall Diversity Champion's programme (Stonewall, 2005) indicates a number of steps to be taken by organisations. In their research of 16 "good practice" case study organisations, Colgan et al. found that organisations had taken the following steps (2007, pp. 595-596):

- Developed and promoted a written equality/diversity policy barring discrimination and specifically stating "sexual orientation";
- Developed a working group/diversity team that includes LGB issues;
- Established a lead person for LGBT issues at Board/Chief executive level;
- Established an LGBT network group for support, consultation and to inform policy at work;
- Audited policies and procedures for employees in line with Employment (SO) Regulations 2003 and Civil Partnership Act;
- Ran diversity awareness training that referred to "sexual orientation" and drew on concrete examples;
- Sponsored or supported an LGBT organisation or event (although neither school had done so nor had they participated in LGBT history month thus far).
- Recruited staff or advertised products or services in UK LGBT media.

Colgan et al. further found that initiatives LGBT individuals found useful were the: establishment of organisation and trade union LGBT groups/networks; appointment of senior managers to act as diversity champions; workplace campaigns highlighting inclusion and safety for LGBT staff; enforcement of equal opportunities policy on sexual orientation; sponsorship of internal and external LGBT events, e.g. Pride events; integration of equality and diversity into job roles and performance management; and, appraisal systems (2007, pp. 601-602).

Interestingly none of these mention LGBT in senior leadership positions, nor how they can achieve ambitions to progress in their careers to senior leadership positions. This is a key area of concern which research by both academics and pressure groups need to address.

Colgan et al. (2007, p. 596) found that private sector organisations offered specific support to LGBT staff via targeted mentoring, LGBT leadership training and resources. They also found that openly LGBT members were evident at senior levels of organisations. In the public sector this was evident via councillors in the local authority context and senior staff in the schools, but senior managers and LGBT staff identified the lack of senior LGBT representatives as a problem across all three sectors.

In terms of sexual orientation monitoring organisations were improving in terms of asking staff through surveys and recruitment, although this depends on people self-identifying.



Disability and leadership

In Improving the Life Chances of Disabled People, the Government stated that:

'By 2025, disabled people in Britain should have full opportunities and choices to improve their quality of life and will be respected and included as equal members of society.' (Cabinet Office, 2005, p. 7).

The Disability Equality Duty (DED) came into force in December 2006. The DED set in place the need for organisations to be pro-active in their policies and work with disabled people to move towards change in public sector cultures and working practices (Pearson et al., 2011). The Disability Rights Commission was in place from 1999 until its amalgamation into the *Equality and Human Rights Commission* (EHRC) in 2007. Despite these major legislative and educational efforts both law enforcing and voluntary, disabled people continue to struggle to progress in their careers and attain seniority in their workplace. This is a common story in organisations across business, politics, the arts, and the public sector (Roulstone and Williams, 2014). Long-running attitudes continue to link disability with an inner deficit, social, or spatial hazard (Agamben, 2003; Hughes, 2007; Oliver, 1990). Feldblum suggests disabled people:

'... are often not given the opportunity to demonstrate their talents and abilities to perform certain jobs. Instead, myths and stereotypes regarding the person's inability to perform a job, or simply fears about hiring a person with disability for a particular job, preclude the individual from receiving offers of employment or promotion' (Feldblum, 1991, p. 82).

The literature on disability in relation to the workplace, and more specifically senior leadership positions, lags behind the debates on gender and BME. Like LGBT there is little research exploring this topic and it also encounters some of the same issues in that it requires people to self-identify as being disabled and to disclose this information. Disability status is under-researched in diversity and inclusion management research (Colella and Varma, 2001; Ren, Paetzold and Colella, 2008; Colella and Bruyère, 2011; Fujimoto et al., 2014). The lack of research is interesting given that Bell (2012) argues that disability is one of the main diversity dimensions. The focus of the majority of research exploring disability has focused on differences between employees with and without disabilities and implications for managing human resources (Ren, Paetzold and Colella, 2008). Studies have explored how prejudice, harassment, stereotyping, discrimination and stigma typically portray disability as a negative factor (e.g. Schur et al., 2009; Malo and Pagan, 2012). Disabled employees are less likely to occupy senior positions compared with their non-disabled comparators (Goldstone and Meager, 2002). Wilson-Kovacs et al. (2008) point out that despite governmental efforts and organisational initiatives, the number of disabled professionals in full-time employment is small, and the number of those occupying leadership positions remains even smaller. Not enough is known about the challenges they encounter at the top (Wilson-Kovacs et al., 2008).

A better understanding of the challenges of disability may allow for the creation of organisational conditions that foster a successful inclusion of employees with disabilities, and better utilisation of their talent (Budhwar, undated). Understanding the specific needs of disabled employees, which can then be accommodated with appropriate workplace



adjustments such as flexible working, can be important in successfully including them in the workplace (Wooten, 2008; Kulkarni and Lengnick-Hall, 2011; Baumgärtner, Böhm and Dwertmann, 2014).

The question of disabled people entering leadership, management and senior organisational positions is receiving academic attention (Roulstone and Williams, 2014); however, work remains focused on equality and diversity frameworks (Danieli, 2006; Hoque and Noon, 2004; Shah, 2005; Wilson-Kovacs et al., 2008), rather than from a leadership perspective. There is some evidence of a 'glass ceiling' operating in the careers of disabled people that makes management and leadership options difficult to access (Braddock and Bachelder, 1994; Davies-Nettley, 1998). Organisations are reportedly less likely to have formed discrete budgets for disability equality and promotion than for other equality streams (Employers Forum on Disability, 2007). It is difficult to draw robust conclusions from the literature, as there is limited research on the experiences of disabled managers and how they achieved their positions (Roulstone and Williams, 2014).

There have been a number of key policy developments in relation to assisting disabled employees in career development and holding senior leadership positions, namely two British Disability Discrimination Acts (Lawson, 2008) and the development of a public sector duty to embed disability issues into organisational planning (Disability Rights Commission 2006; Equality and Human Rights Commission, 2010).

Previous research demonstrates that disabled people tend to be over-represented in lower paid service jobs, semi-skilled and unskilled occupations (see Stevens, 2002) and under-represented in better paid managerial and professional positions (Barnes and Mercer, 2005; Goldstone and Meager, 2002; Wilson-Kovacs et al., 2008). Despite the fact that disabled individuals often have educational achievement levels and years of experience equivalent to their non-disabled colleagues, they have fewer opportunities for upward mobility in the workplace (Hyde, 1998; Jones, 1997; Wilson-Kovacs et al., 2008).

Previous literature on disability in the workplace has invoked the concept of the glass ceiling to explain barriers to promotion (Braddock and Bachelder, 1994) and has paid little attention to what happens once leadership positions are attained (Wilson-Kovacs et al., 2008). Disabled employees may decide voluntarily not to take advantage of career opportunities (Mowry and Anderson, 1993) or go as far as refusing promotion (Roulstone et al., 2003). This may be because they have different career aspirations or may be a coping strategy adopted to maintain a comfortable position, to keep work at a manageable level or to retain control of their work (Shah, 2005).

Roulstone and Williams (2014) note that there are differences in the number of disabled people who hold senior leadership positions across the different sectors. For example, the public and third sectors appear to have the largest proportion of senior disabled workers (Hirst et al., 2004; Sayce, 2009), whilst the private sector lags behind (Hirst et al. 2004). However, disabled people who hold senior leadership positions in the private sector receive the best remuneration packages (Danieli, 2006; Sayce, 2009). Sayce (2009) found that higher-earning disabled managers (i.e. those in senior leadership positions, often earning over £80,000) were typically men employed in the private sector who had a long-standing 'disability' of over 20 years. Sayce (2009) found that having a mentor and continuity of support was crucial for most senior staff progressing to and remaining within top posts.



Key issues identified by disabled employees in senior leadership positions are: job security, personal development, career prospects, perceived capacity to lead, and travel to the

workplace (Danieli, 2006; Roulstone and Williams, 2014). What is also evident from the literature is that disabled managers have greater desires to influence organisations (Roulstone and Williams, 2014). Other issues identified by the literature include the lack of knowledge organisations have about disabilities (e.g private sector see Stuart et al., 2002 and public sectors see Goldstone and Meager, 2002). Cunningham, James and Dibben (2004) found that employers question work ethic of disabled workers and their aspirations for career advancement and believe they are more prone to absenteeism, less committed to their work, and less capable of getting along with others on the job. Organisations also believe that employing disabled individuals entails high cost in terms of recruitment, retention, and dismissal (see Stevens, 2002). Previous work has found that organisations are reluctant to give disabled individuals opportunities to run visible/critical projects as they doubt disabled individuals' ability to complete the tasks successfully (Hyde, 1998). The opportunity to perform these challenging roles is crucial to individuals' career advancement (Morrison and Von Glinow, 1990).

Despite organisational and individual barriers, disabled individuals have established successful careers and risen to positions of leadership (Wilson-Kovacs et al., 2008, p. 706).

Another factor worth highlighting with disability is that it covers such a wide range of impairments from different forms of physical, mental and combinations. Roulstone and Williams (2014) highlight that the perceptions of certain impairments are likely to affect people, for example those seen as having 'risky' impairments (e.g. Duff, Ferguson and Gilmore, 2006; Roberts et al., 2004) such as mental health problems are least likely to be in senior positions across all sectors of employment (Sayce, 2011; Social Exclusion Unit, 2004). It is also worth noting that disabled people can also be women, LGBT or BME and so have an intersectional diversity dimension. Research into these intersectionality issues is rare despite leadership being a longstanding research topic. Very few studies focus on the experiences of women with disabilities as leaders (Majiet and Africa, 2015).

Part 2: Workforce and leadership diversity in the West Midlands, by sector

Chapter 3: Diversity in the West Midlands workforce

Analysis of the UK's Labour Force Survey (LFS) enables us to identify the extent to which minority groups have been successful in attaining leadership and management roles in Great Britain, and to compare attainment levels in the West Midlands to other regions. The sample size of this survey is not large enough to look at attainment below regional level but we are able to make comparisons between the public and private sector, and to look at trends over time.

Leadership roles are defined in the analysis as roles in Standard Occupational Classification major group 1 (managers, directors and senior officials), or Standard Occupational Classification major group 2 (professional occupations). These groups are analysed together and separately. This chapter is based upon a report prepared for the WMLC by Hoque and Adam (2018). The full report outlines the statistical techniques utilised to analyse LFS data. Where possible workplace factors including organisation size; log of workplace size; single independent workplace; Standard Industrial Classification major group; foreign ownership; workplace age; public sector; union recognition and individual characteristics are controlled for holding constant differences between minority and non-minority groups meaning that the findings outlined indicate the influence of protected characteristics on attainment (see Hoque and Adam 2018).

Table 3.1 shows that in terms of leadership roles (columns 1 and 2) a greater number of minority groups are under-represented in leadership roles in the rest of Great Britain than in the West Midlands. However, in the West Midlands women and Muslims are slightly less likely to be in leadership roles than men and non-Muslims.

Looking at management and professional roles separately, the results suggest that for Management positions (columns 3 and 4) in the West Midlands, ethnic minorities are less likely to be in management positions than non-ethnic minorities. In the rest of Great Britain, not only are ethnic minorities less likely to be in management positions than whites, but disabled people are less likely to be in management positions than non-disabled people, and women and Muslims are slightly less likely to be in management positions than men and non-Muslims. In the rest of Great Britain, LGBT people are more likely to be in management roles than non-LGBT people.

For Professional positions (columns 5 and 6) in both the West Midlands and the rest of Great Britain, women are less likely to be in professional roles than men. In the West Midlands, Muslims are slightly less likely to be in professional roles than non-Muslims.

Table 3.1: Minority groups in management/ professional roles (with controls)

	Management or professional roles		Management roles ¹		Professional roles ²	
	West Midlands	GB (excl. W. Mids)	West Midlands	GB (excl. W. Mids)	West Midlands	GB (excl. W. Mids)
LGBT	0.077 (0.358)	0.157 (0.176)	-0.104 (0.511)	0.320** (0.151)	0.177 (0.278)	-0.045 (0.196)
Female	-0.251* (0.136)	-0.260*** (0.050)	0.036 (0.152)	-0.107* (0.059)	-0.492*** (0.160)	-0.249*** (0.057)
Disabled	-0.166	-0.236***	-0.232	-0.242***	-0.179	-0.111



West Midlands Combined Authority

	(0.223)	(0.071)	(0.290)	(0.087)	(0.287)	(0.094)
Ethnic minority	-0.292	-0.192***	-1.283***	-0.235**	-0.128	-0.119
	(0.181)	(0.072)	(0.450)	(0.117)	(0.198)	(0.079)
Muslim	-0.622*	-0.039	0.277	-0.427*	-0.842*	0.139
	(0.343)	(0.137)	(0.605)	(0.245)	(0.459)	(0.147)
F	8.17	25.14	8.96	11.67	14.04	24.16
Prob>F	0.000	0.000	0.000	0.000	0.000	0.000
N	1,313	15,229	1,313	15,229	1,313	15,229

Source: Labour Force Survey; Hoque and Adam (2018)

Notes:

*** significant at 1% ** significant at 5% * significant at 10%

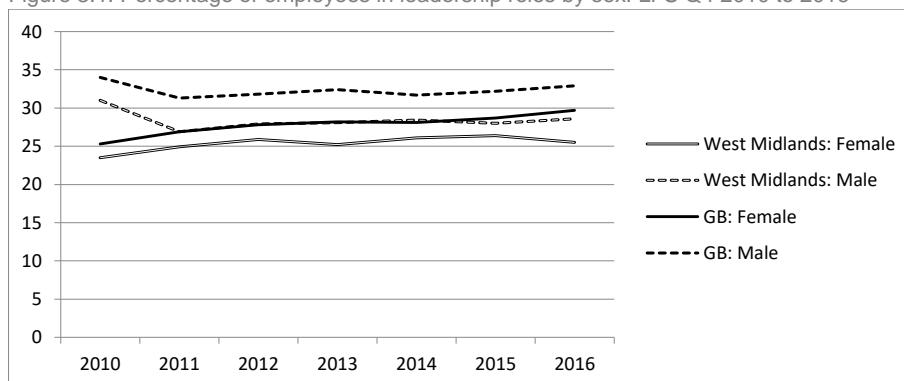
Controls for workplace characteristics: organisation size; log of workplace size; single independent workplace; Standard Industrial Classification major group; foreign ownership; workplace age; public sector; union recognition. Controls for individual characteristics: marital status; highest qualification; age; tenure; part-time contract; union member; dependent children.

¹ Standard Occupational Classification major group 1 (Managers, directors and senior officials)

² Standard Occupational Classification major group 2 (Professional occupations)

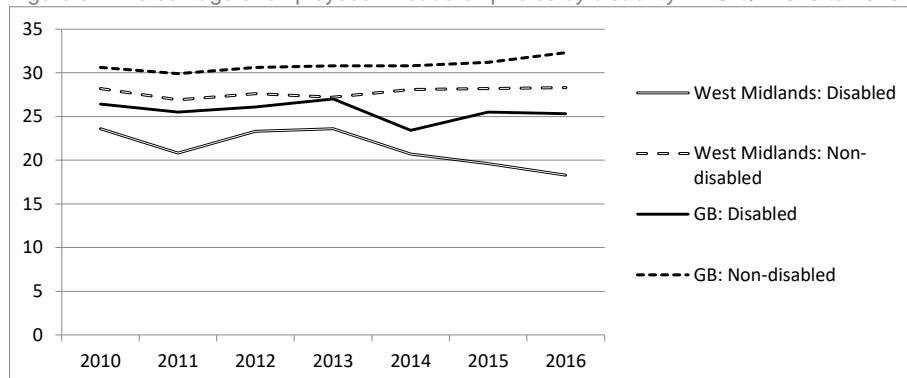
Figures 3.1 to 3.3 present raw data on the proportions of minority groups in leadership roles between 2010 and 2016 for the West Midlands and the rest of Great Britain. These indicate changes to minority group representation in leadership roles over time. For ease of comparison, the fourth quarter is given for each year. There are some discontinuities in the time series, reflecting changes to how some data were collected and recorded, which mean that direct comparisons over time should be treated with some caution. However, even without these changes to recording some of the variables, it should be considered that the proportions of minority groups in leadership roles also reflect the overall employment structure, which itself is subject to change. Therefore, although the actual proportions are interesting and instructive to some degree, the most important matter addressed by the tables is the difference between the minority group and the non-minority group in terms of the extent to which they have attained leadership roles. This data does not contain workplace or individual controls and provides evidence that ethnic minorities have consistently not been under-represented in leadership roles in the West Midlands. On the other hand it appears women and disabled employees have been more consistently under-represented in the West Midlands.

Figure 3.1: Percentage of employees in leadership roles by sex: LFS Q4 2010 to 2016



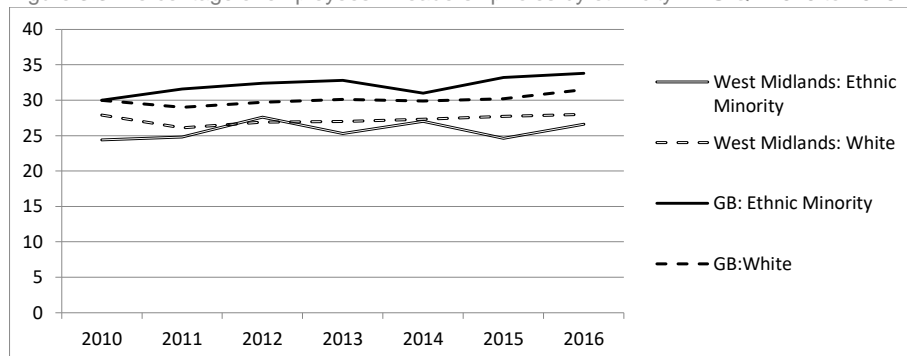
Source: Labour Force Survey; Hoque and Adam (2018)

Figure 3.2: Percentage of employees in leadership roles by disability: LFS Q4 2010 to 2016



Source: Labour Force Survey; Hoque and Adam (2018)

Figure 3.3: Percentage of employees in leadership roles by ethnicity: LFS Q4 2010 to 2016



Source: Labour Force Survey; Hoque and Adam (2018)

When adding controls to the data (see above) we can see that in the rest of Great Britain, all minority groups are less likely to be in leadership roles than those not in the minority group. The only exception to this is for ethnic minorities in professional roles. The majority of effects for female, disabled and ethnic minorities are not significantly different in the West Midlands compared with the rest of Great Britain. There is however a significant negative interaction term for disabled in West Midlands (column 3) indicating that the negative implications of being disabled are significantly larger in the West Midlands than in the rest of Great Britain in terms of access to professional roles.

Table 3.2: Minority groups in management/ professional roles (with controls) LFS Q4 2016

	Leadership roles		Management roles ¹		Professional roles ²	
	West Midlands	GB (excl. W. Mids)	West Midlands	GB (excl. W. Mids)	West Midlands	GB (excl. W. Mids)
Female	-0.200*** (0.075)	-0.166*** (0.024)	-0.049 (0.091)	-0.133*** (0.029)	-0.222** (0.088)	-0.103*** (0.027)
Disabled	-0.249** (0.119)	-0.150*** (0.033)	0.048 (0.131)	-0.158*** (0.042)	-0.468*** (0.150)	-0.091** (0.038)
Ethnic minority	-0.143 (0.099)	-0.127*** (0.037)	-0.228* (0.128)	-0.196*** (0.047)	-0.014 (0.110)	-0.010 (0.041)
Wald Chi 2	546.32	4844.35	183.93	1580.18	530.07	4387.06
Prob> Wald Chi 2	0.000	0.000	0.000	0.000	0.000	0.000
N	2,266	22,291	2,189	22,291	2,252	22,262

Source: Labour Force Survey; Hoque and Adam (2018)

Notes:

*** significant at 1% ** significant at 5% * significant at 10%

Controls for workplace characteristics: workplace size; Standard Industrial Classification major group; public sector; collective bargaining at workplace. Controls for individual characteristics: highest qualification; age; length of continuous employment; part-time contract; union member; dependent children.

¹ Standard Occupational Classification major group 1 (Managers, directors and senior officials)

² Standard Occupational Classification major group 2 (Professional occupations)

Table 3.3 explores whether the disadvantage minority groups experience in getting into leadership roles differs between the public and private sector.

1. This data provides evidence that women are under-represented in leadership roles in the private sector, but not in the public sector, in the West Midlands.
2. There is evidence that disabled employees are under-represented in leadership roles in the public sector, but not in the private sector, in the West Midlands.
3. There is no evidence that ethnic minority employees are under-represented in leadership roles in either the public or private sector in the West Midlands (column 1).
4. There is evidence that women and ethnic minorities are under-represented in leadership roles in the private sector, but not the public sector, in the rest of Great Britain.
5. There is evidence that disabled employees are under-represented in leadership roles in both the public and private sectors in the rest of Great Britain (column 2).
6. There is no evidence to suggest that women, ethnic minorities or disabled people are under-represented in management roles in either the public or private sectors in the West Midlands (column 3).

7. There is evidence that women, ethnic minorities and disabled people are under-represented in management roles in both the public or private sectors in the rest of Great Britain (column 4).
8. There is also evidence that women are under-represented in professional roles in the private sector, but not the public sector, in the West Midlands.
9. There is evidence that disabled employees are under-represented in professional roles in the public sector, but not the private sector, in the West Midlands.
10. There is no evidence that ethnic minorities are under-represented in either the public or private sectors in the West Midlands (column 5). However there is evidence that women are under-represented in professional roles in the private sector, but not the public sector, in the rest of Great Britain.
11. There is no evidence that ethnic minorities are under-represented in professional roles in either the public or private sectors in the rest of Great Britain.
12. There is evidence that disabled employees are under-represented in professional roles in the public sector, but not the private sector, in the rest of Great Britain (column 6).

Table 3.3: Minority groups in management/ professional roles in the public/ private sector
QLFS 2016 Q4

	Leadership roles		Management role ¹		Professional role ²	
	West Midlands	GB (excl. W. Mids)	West Midlands	GB (excl. W. Mids)	West Midlands	GB (excl. W. Mids)
Public sector	0.130 (0.155)	-0.073 (0.048)	-0.226 (0.218)	-0.373*** (0.064)	0.148 (0.163)	0.105** (0.052)
Female	-0.272*** (0.088)	-0.246*** (0.028)	-0.030 (0.099)	-0.125*** (0.032)	-0.371*** (0.111)	-0.196*** (0.035)
Disabled	-0.080 (0.134)	-0.123*** (0.041)	0.033 (0.148)	-0.152*** (0.046)	-0.233 (0.180)	-0.041 (0.052)
Ethnic minority	-0.172 (0.122)	-0.174*** (0.044)	-0.159 (0.140)	-0.189*** (0.052)	-0.050 (0.145)	-0.033 (0.051)
Female x public sector	0.254 (0.158)	0.281*** (0.048)	-0.091 (0.209)	-0.046 (0.071)	0.399** (0.173)	0.264*** (0.052)
Disabled x public sector	-0.518** (0.258)	-0.077 (0.066)	0.071 (0.314)	-0.040 (0.109)	-0.534* (0.288)	-0.115 (0.075)
Ethnic minority x public sector	0.090 (0.205)	0.163** (0.079)	-0.402 (0.368)	-0.050 (0.128)	0.080 (0.220)	0.074 (0.085)
Wald Chi 2	562.38	4832.00	185.30	1567.07	547.12	4393.98
Prob>Wald Chi 2	0.000	0.000	0.000	0.000	0.000	0.000
N	2,266	22,291	2,189	22,291	2,252	22,262

Source: Labour Force Survey; Hoque and Adam (2018)

Notes:

*** significant at 1% ** significant at 5% * significant at 10%

Controls for workplace characteristics: workplace size; Standard Industrial Classification major group; public sector; collective bargaining at workplace. Controls for individual characteristics: highest qualification; age; length of continuous employment; part-time contract; union member; dependent children.

¹ Standard Occupational Classification major group 1 (Managers, directors and senior officials)

² Standard Occupational Classification major group 2 (Professional occupations)



Representation of minority groups in leadership roles

There is greater evidence of disadvantage in the attainment of leadership roles in the rest of Great Britain than in the West Midlands. In the West Midlands, there is weak evidence that women and Muslims are under-represented in leadership roles, while in the rest of Great Britain there is stronger evidence that women, disabled and ethnic minorities are under-represented in leadership roles.

When managers and professionals (the two occupational groups comprising leadership roles) are analysed separately, the analysis reveals some notable findings. Where management roles are concerned, there is evidence that ethnic minorities are underrepresented in the West Midlands. In the rest of Great Britain, however, ethnic minorities and disabled people are under-represented, and there is also weak evidence that women and Muslims are slightly under-represented. The results also show, however, that in the rest of Great Britain LGBT people are more likely to be in management roles than non-LGBT people.

Where professional positions are concerned, the results show that in both the West Midlands and the rest of Great Britain, women are under-represented relative to men. However, in the West Midlands, Muslims are also slightly under-represented relative to non-Muslims.

The results also reveal some notable differences between the public and private sectors, with the underrepresentation of minority groups in leadership roles being generally greater in the private than the public sector in both the West Midlands and the rest of Great Britain.

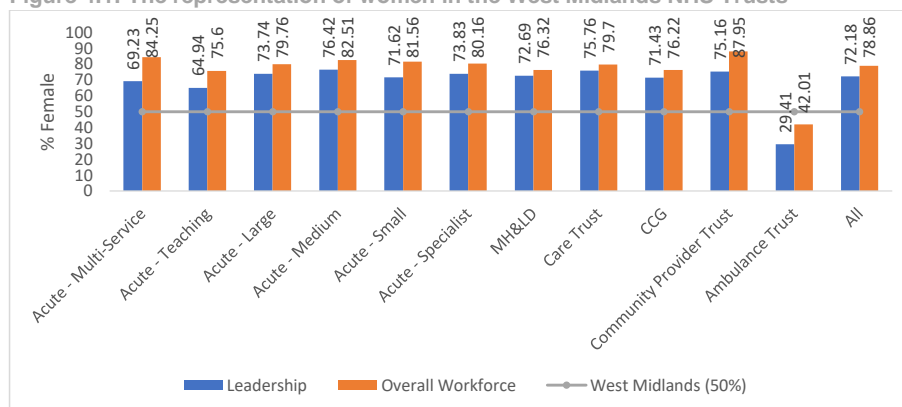
Chapter 4: West Midlands National Health Service

The National Health Service (NHS) is the largest employer in the UK (Kalra, Abel and Esmail, 2009). NHS Trusts run hospitals and provide most other services, whilst Clinical Commissioning Groups commission services. NHS Trusts are by far the main NHS employers (Kline, 2014, p. 11). The NHS has had a diverse workforce for some time however, the senior management workforce does not reflect the diversity of the wider workforce or the UK population with diversity in the upper echelons remaining disproportionately low (Law, 1996; NHS Institute for Innovation and Improvement, 2009; Esmail, Kalra and Abel, 2005; Kalra, Abel and Esmail, 2009; Crisp, 2011).

Findings

This chapter focuses on the NHS workforce in the West Midlands with data obtained from the NHS Workforce Monthly Data Jan 2018. We analysed data at county level and made a distinction between employment in the whole workforce and leadership. This enables us to investigate if the representation of leadership with each protected characteristic is close to that of the overall workforce. In addition, we compare the proportion of staff with protected characteristics in the NHS workforce to the working-age population in the West Midlands, enabling us to identify the extent to which the diversity of leadership mirrors that of the general population in the local area. We group the data by the types of NHS trusts and compare the workforce diversity across the organisations. Leadership in NHS trust is defined as staff in Grade 8a and above.

Figure 4.1: The representation of women in the West Midlands NHS Trusts



Source: NHS Workforce Monthly Data Jan 2018, Annual Population Survey Jan-Dec 2016

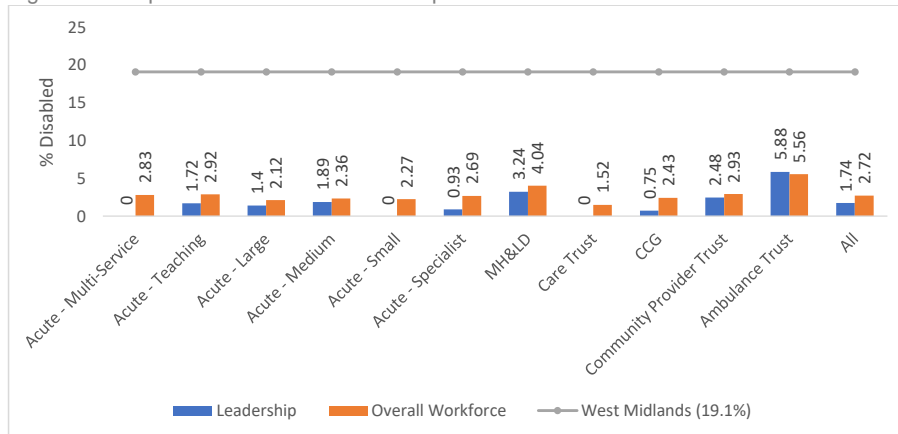
The percentage of the overall West Midlands NHS workforce who are female is 78.86%, much higher than the representation of women in the local working-age population (50%). The highest proportion of female staff is hired in the Acute-Multi-Service (84.25%) and the lowest is in the Ambulance Trust (42.01%). The representation of female staff is slightly



West Midlands Combined Authority

lower in leadership when compared with that in overall workforce, but still higher than the local level except for the Ambulance Trust.

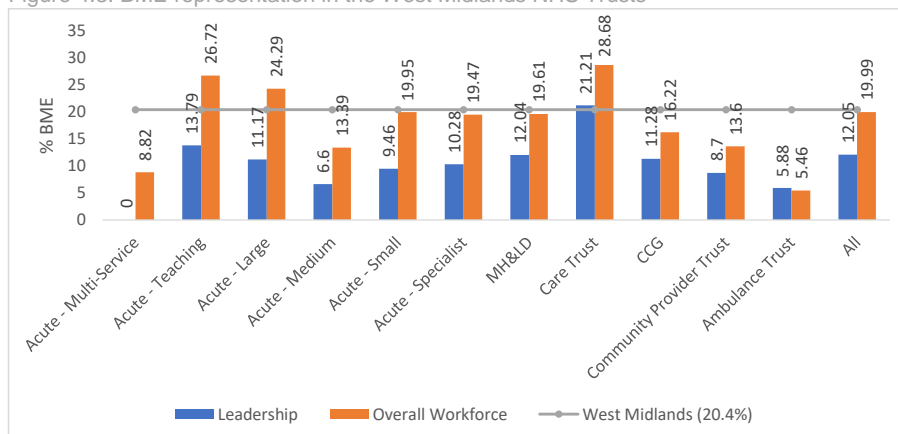
Figure 4.2: Representation of Disabled People in the West Midlands NHS Trusts



Source: NHS Workforce Monthly Data Jan 2018, Annual Population Survey Jan-Dec 2016

The representation of disabled people in the overall West Midlands NHS Workforce is 2.72%, much lower than the disabled representation of working-age population in the West Midlands (19.1%). The percentage of the disabled staff is lowest in the Care Trust (1.52%), and highest in the Ambulance Trust (5.56%). The disabled representation in leadership is slightly lower than in the overall workforce except for the Ambulance Trust. None of the leadership disclosed that they are disabled in the Acute Multi Service, Acute Small, and Care Trust. In contrast, the highest proportion of disabled leadership is hired in the Ambulance Trust at 5.88%, even higher than the representation of disabled staff in the overall workforce.

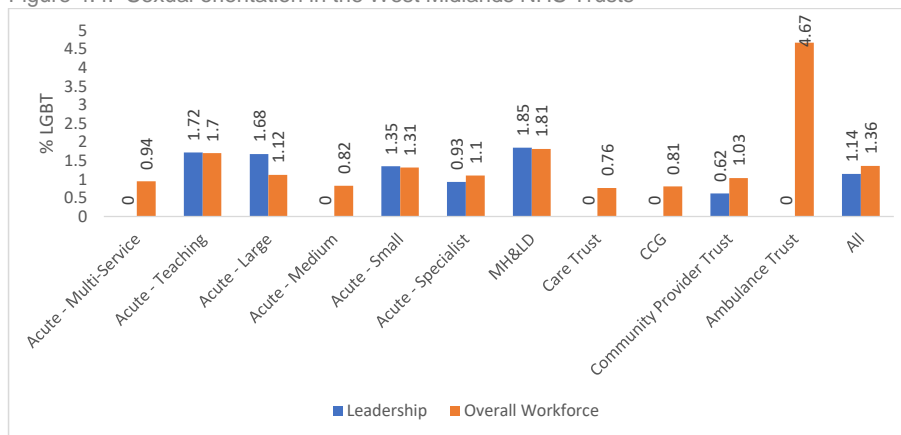
Figure 4.3: BME representation in the West Midlands NHS Trusts



Source: NHS Workforce Monthly Data Jan 2018, Annual Population Survey Jan-Dec 2016

The BME representation in the West Midlands NHS workforce is very close to that in the local working-age population at 19.99% and 20.4% respectively. However, the proportion of employees from BME backgrounds varies dramatically across the different groups of NHS trusts. The representation of BME employees is lowest in the Ambulance Trust (5.46%) and highest in the Care Trust (28.68%). Except for the Ambulance Trust, BME representation in the overall workforce is higher than in the leadership. None of the leadership in the Acute Multi Service report that they are from BME backgrounds.

Figure 4.4: Sexual orientation in the West Midlands NHS Trusts

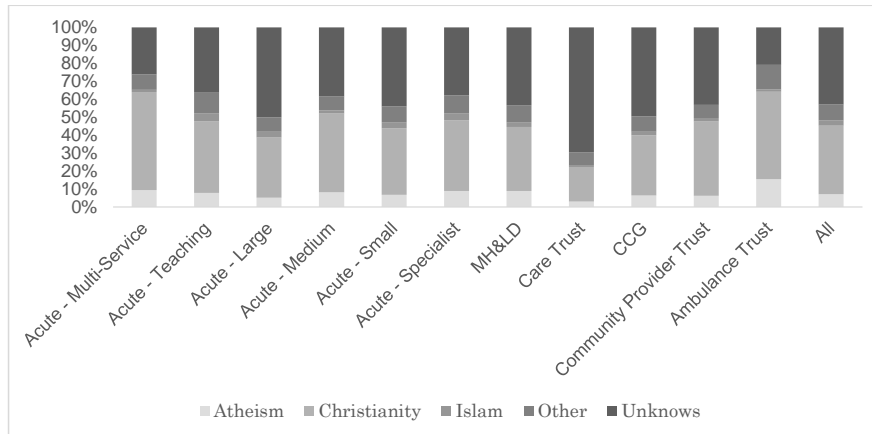


Source: NHS Workforce Monthly Data Jan 2018, Annual Population Survey Jan-Dec 2016

About 60% of the West Midlands NHS workforce have disclosed their sexual orientation. The percentage of the total workforce who disclose that they are LGBT is 1.36%. None of the leadership report that they are LGBT in the Acute Multi Service, Acute Medium, Care Trust, Clinic Commissioning Group, or Ambulance Trust. LGBT representation in the leadership is close to or higher than that in the overall workforce within other NHS trusts.

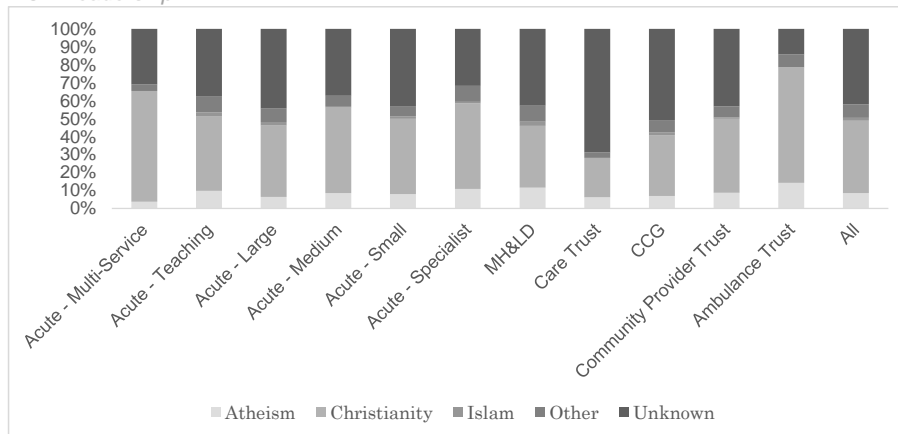
Figures 4.5.1 and 4.5.2: Religious profile in the West Midlands NHS Trusts

4.5.1 Overall workforce



Source: NHS Workforce Monthly Data Jan 2018, Annual Population Survey Jan-Dec 2016

4.5.2 Leadership



Source: NHS Workforce Monthly Data Jan 2018, Annual Population Survey Jan-Dec 2016

In the West Midlands NHS, 115,240 out of 134,360 people have disclosed their religious beliefs. Christians account for the largest proportion of the staff in the West Midlands NHS, at 38.13% of the total workforce and 40% of the leadership respectively. Atheism is the second largest group, accounting for 7.25% of the total workforce and 8.49% of the leadership respectively.



Summary

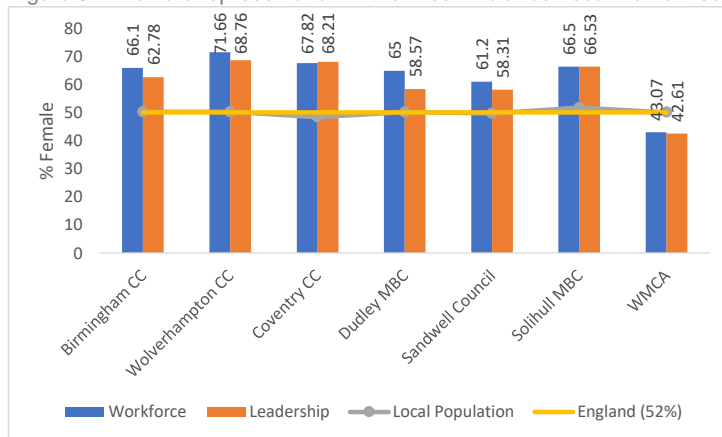
The female representation of both the West Midlands NHS workforce and leadership is higher than the local working-age population. The NHS workforce does reflect the BME population in the West Midlands. The leadership, however, is under-representative of the BME staff in the overall west Midlands workforce. The low level of disabled representation in the NHS workforce has been noted. Furthermore, the diversity within the Acute Multi Service and Care Trusts is very low at the leadership level. The NHS both nationally and regionally is well aware of the diversity deficits in leadership and has introduced extensive interventions to address gaps. Because these are so numerous, they are described and listed in Appendix 1 rather than in the main report.

Chapter 5: West Midlands Local Authority Councils

Findings

The data for leadership in local authorities was collected via a request sent out by West Midlands Employers. Six of the seven WMCA councils provided data (all except Walsall council), which provides the data set for the analysis below. In total, 16 councils from the West Midlands region and the West Midlands Combined Authority (WMCA) responded.¹ The data for the overall workforce within the local authority only covers the WMCA constituent councils. When we calculate the ratio of workforce and leadership who are female, disabled and BME, the unknowns are not excluded.

Figure 5.1: Female representation in the West Midlands Local Authorities

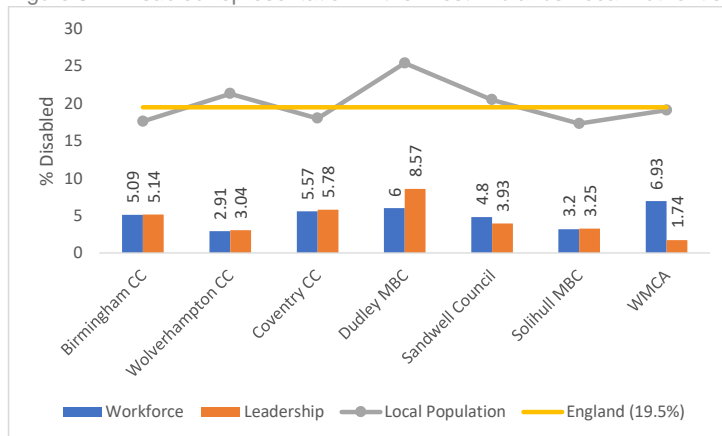


Source: Data collected by the West Midlands Leadership Commission, Diversity and Equality Report (2010-2017)

As visible in Figure 5.1, the female representation in all six of the WMCA councils is higher than the England population average (52%). The percentage of female employees was highest in Wolverhampton CC (71.66%) and the lowest in the WMCA (43.07%). Leadership roles in local authorities are defined as Chief Executive, Director, Service Director, Head of Service, Service Manager, Group Manager, and all other post-holders designated as 'Managers'. The data indicates that female representation in leadership roles is very close to that in the overall workforce.

¹ They are Birmingham City Council, Cannock Chase District Council, Coventry City Council, Dudley MBC, Herefordshire Council, Lichfield District Council, Malvern Hills District Council, North Warwickshire Borough Council, Rugby Borough Council, Sandwell MBC, Solihull MBC, Stafford Borough Council, Wolverhampton City Council, Worcester City Council, Wychavon District Council, Wyre Forest District Council.

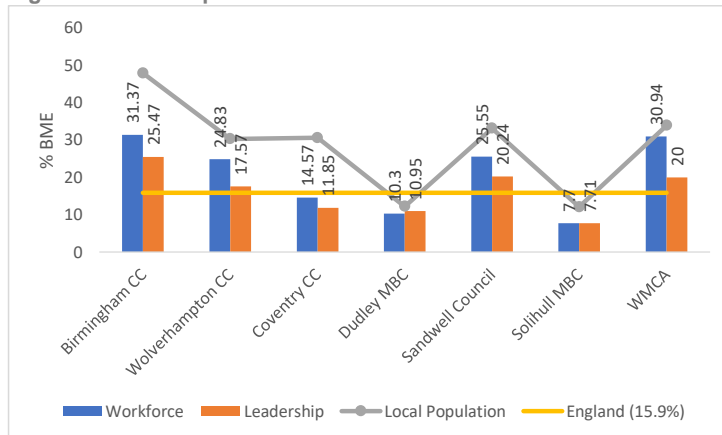
Figure 5.2: Disabled representation in the West Midlands Local Authorities



Source: Data collected by the West Midlands Leadership Commission

The proportion of disabled people working in the six WMCA councils was under-representative of the disabled working-age population in all the council areas and in England. The WMCA has the highest proportion of disabled staff (6.93%), and Wolverhampton has the lowest proportion at 2.91%. The proportion of disabled people in leadership roles is slightly higher than that in the overall workforce, except for Sandwell Council and the WMCA where the representation of disabled staff was lower in the leadership roles.

Figure 5.3: BME representation in the West Midlands Local Authorities



Source: Data collected by the West Midlands Leadership Commission

In Birmingham, Wolverhampton, Coventry, and Sandwell, the percentage of the working-age population who are from BME backgrounds was much higher than the England level



(15.9%). The BME representation within the working-age population was highest in Birmingham at 47.9%- triple the England level. Within the 6 WMCA local authorities, the BME representation in the overall workforce and leadership was lower than the local level, although in Dudley and Solihull it is very close to the local demographics. In general, the BME representation in a local authority workforce is higher in the areas characterised by a higher proportion of BME working-age population. The percentage of BME workforce in leadership roles was less than the proportion of BME people in the overall workforce, except for the Dudley MBC and Solihull MBC where the BME representation in overall workforce and leadership roles was nearly the same.

Summary

Overall, the data from WMCA councils shows that the proportion of women in leadership roles reflects the local population and the workforce. However, it would be interesting to see if that is the case in very senior roles. The proportion of disabled people in leadership roles is much lower than the local population across all councils, but is not very different from the overall workforce which suggests that more needs to be done to recruit people with disabilities. The proportion of BME staff does not reflect the local population, nor does the proportion of BME staff in leadership roles reflect the workforce overall, which suggests that more needs to be done to recruit and support BME staff in progressing to leadership roles.

WMCA councils could usefully look at recruitment processes to encourage more people from diverse backgrounds and those with disabilities to apply including making use of more local networks and targeted recruitment through headhunters particularly for leadership roles. All councils could implement similar approaches to those that, for example, Solihull has implemented, in terms of supporting the progression of people with disabilities.

What are councils doing to improve leadership diversity?

We sent emails to all 33 local authorities in the West Midlands to ask about any initiatives they have introduced to increase the diversity profile in their leadership. By the 18th April, fourteen of them (42.42%) responded to our enquiry. These were: Birmingham City Council, Bromsgrove District Council, Coventry City Council, Dudley MBC, Nuneaton and Bedworth Borough Council, Redditch Borough Council, Shropshire Council, Solihull MBC, Stafford Borough Council, Stratford-on-Avon District Council, Walsall MBC, Wolverhampton City Council, Wychavon District Council, Wyre Forest District Council. Among those respondents, Birmingham City Council, Coventry City Council, Shropshire Council, Solihull MBC, Walsall MBC (35.71%) have taken initiatives to increase the diversity profile in leadership. One council (Wyre Forest District Council) is also focusing on political leadership and are making efforts in the run up to the all-out elections in May 2019 to encourage a diverse range of candidates.

To achieve the goal of diverse leadership, both Solihull and Walsall councils carried out a survey to understand more about issues raised in diversity workshops and to provide Equality and Diversity training for their staff. Solihull council is also seeking initiatives to improve progression and representation of BME staff in leadership positions as well as to increase the gender balance. Solihull council also runs a positive action scheme to increase the representation of people with disabilities in the workforce. This has been running for over 5 years now in the council and has attained many successes in the form of career progression for those staff and a wider representation of disabled staff within the



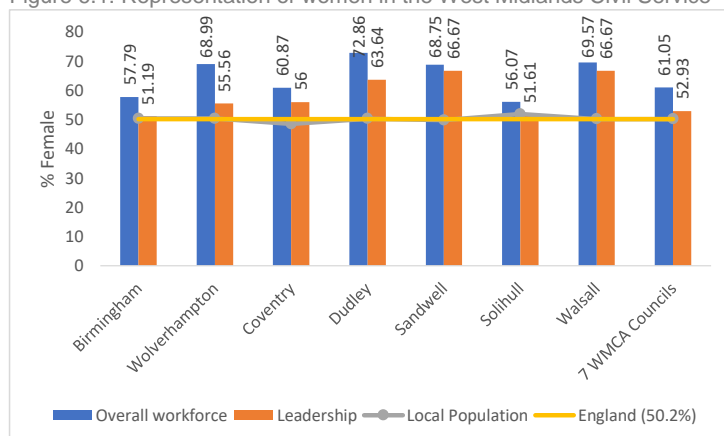
organisation. Walsall MBC intends to prioritise BME staff for advanced and higher apprenticeships. Shropshire Council has a Future Leadership Programme, where personality type tools are used to help people better understand and respect diversity. In addition, Shropshire Council implements Gender Pay Gap regulations and has joined the national Apprenticeship Diversity Champions Network.

Birmingham City Council is implementing the 'Senior Leadership Programme' and the 'Springboard' programme, which both focus on increasing the diversity profile of their leadership. Springboard focuses on helping and encouraging female staff to obtain senior positions. Coventry City Council is running a senior leadership programme, which will include a bespoke piece of work on diversifying the senior leadership team. The other project 'Recruiting for a 21st Century Public Service' is about using the University of Birmingham research into the 21st century public servant as a base line for the diversification of senior leadership team. This is about challenging the ways in which Coventry currently recruits to all vacant posts, although they are starting with vacant senior posts. All of their projects have been developed with a view to broaden opportunities for inclusive leadership development.

Chapter 6: West Midlands Civil Service

This chapter focuses upon employment in the Civil Service in the seven constituent authorities of the WMCA. Data was obtained from the Jan-Dec 2016 Annual Civil Service Survey². We analysed the data at authority level and make a distinction between employment in the whole workforce and leadership enabling us to compare the proportions of people with each protected characteristic both within each local authority area and across local authorities. Furthermore, we compare representation of women in the Civil Service workforce to the working population in each authority. Such comparisons enable us to identify the extent to which the diversity of leadership mirrors that of the general population in the local authority area. Definitions of leadership vary across data sets. The leadership in the Civil Service is defined as Senior and Higher Executive Officer, staff in Grades 6&7, and Senior Civil Servants.

Figure 6.1: Representation of women in the West Midlands Civil Service

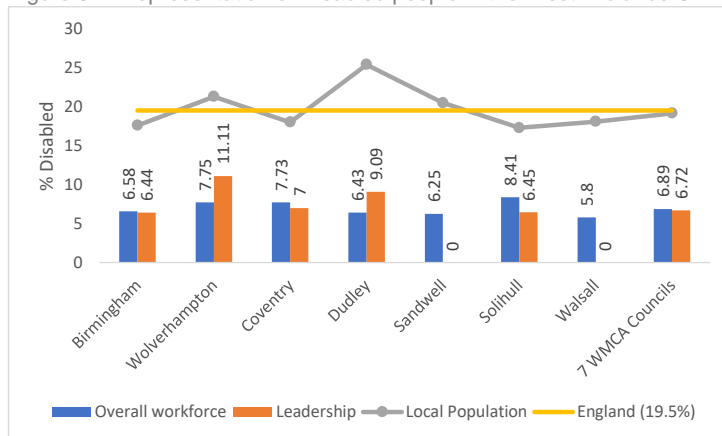


Sources: Annual Population Survey (Office for National Statistics, 2016a), Annual Civil Service Employment Survey (Office for National Statistics, 2016b).

Women's representation in the Civil Service was higher than that of the population in both local authorities and the population of England (52%) in the seven WMCA areas. The percentage of women employees was the highest in the Dudley Civil Service, at 72.86%. Women employees account for more than 50% of the leadership in civil service. In Walsall, more than 66% of the leadership within Civil Service are women.

² Non-respondents are not excluded when we calculate the ratio of female, disabled and BME workforce and leadership.

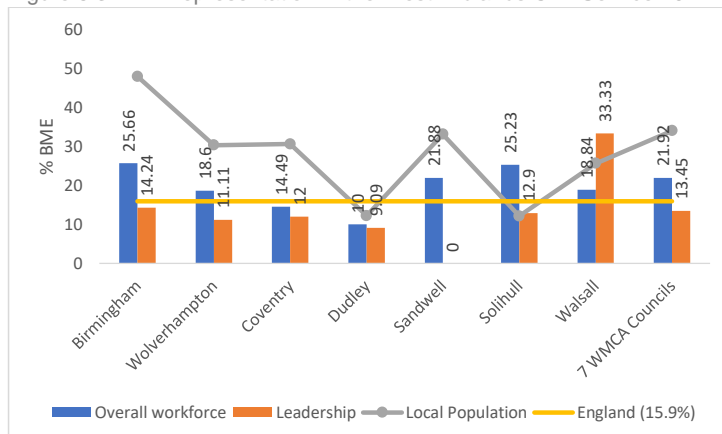
Figure 6.2: Representation of Disabled people in the West Midlands Civil Service



Sources: Annual Population Survey (Office for National Statistics, 2016a), Annual Civil Service Employment Survey (Office for National Statistics, 2016b).

Representation of disabled people in the West Midlands Civil Service was lower than both local and England levels. The percentage of the English population who were Equality Act core-disabled or work-limiting disabled was 19.5%, while the highest proportion of disabled staff was found in Solihull Civil Service at 8.41%. Except in Sandwell and Walsall, where none of the leadership disclosed a disability, representation in leadership was either higher or close to that of the overall workforce.

Figure 6.3: BME representation in the West Midlands Civil Service 2017



Sources: Annual Population Survey (Office for National Statistics, 2016a), Annual Civil Service Employment Survey (Office for National Statistics, 2016b).



Ethnic diversity varies enormously across the West Midlands with some authorities being amongst the most diverse in the UK. BME representation in the West Midlands Civil Services was either higher or close to that of England more generally (15.9%). BME representation in the overall workforce was lower than the local average in all authorities apart from Walsall. The percentage of BME staff in leadership was even lower than that in the overall workforce except in Walsall where representation in leadership (33.33%) is nearly double that of the overall workforce. None of the leadership in Sandwell reported that they were from BME backgrounds. In the areas where the percentage of BME population is higher, the BME representation in the overall Civil Service Workforce tends to increase but nonetheless BME representation is far short of local levels.

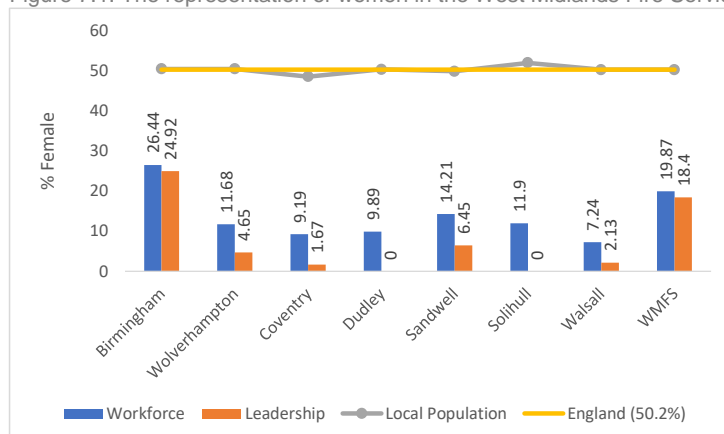
Summary

The Civil Service in the West Midlands employs a high proportion of women but less disabled and BME people than the local population with the exception of Solihull, which employs more BME people than the local working population. It is evident that on the whole there is attrition of employees with protected characteristics at leadership level so that, with a few exceptions, the proportion of employees with protected characteristics is lower at leadership level than in the general workforce. This is less problematic for disabled people and women, and indeed in Wolverhampton and Dudley there are proportionately more disabled people in leadership than the general workforce, although this still does not match levels of disability in the working population of those areas. With the exception of Walsall it is evident that BME employment levels are below that of the working population with engagement in leadership even lower. Further research is necessary to examine why there is such an extensive deficit in BME leadership and to examine the factors that have led to more positive outcomes in some authorities.

Chapter 7: West Midlands Fire Service

This chapter focuses upon employment in the West Midlands Fire Service in the seven constituent authorities of the WMCA. We analysed the data at authority level and made a distinction between employment in the whole workforce and leadership, enabling us to compare the proportions of people with each protected characteristic across fire services. Furthermore, we compare representation of people with protected characteristics in the Fire Service workforce to the working population in each authority area. Such comparisons enable us to identify the extent to which the diversity of leadership mirrors that of the general population in the local authority area. Definitions of leadership vary across data sets. Leadership in Fire Service includes Area Commander and above as well as Station, Group, Crew and Watch commander. The data was provided by the HR office of the West Midlands Fire Service on 22nd February 2018 in response to the enquiries from researchers working for the West Midlands Leadership Commission.³

Figure 7.1: The representation of women in the West Midlands Fire Service (Feb 2018)

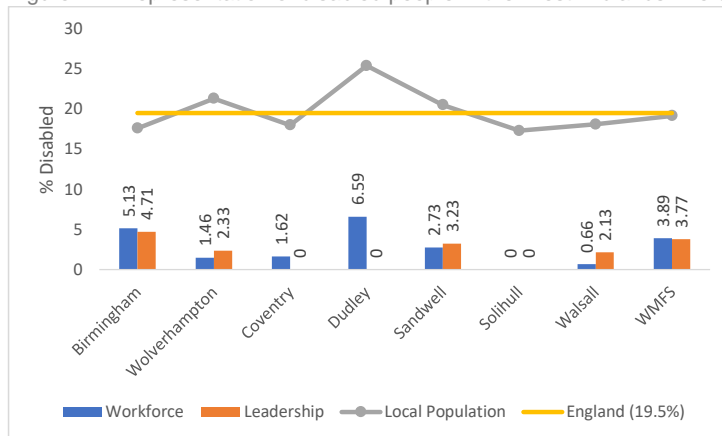


Source: Data collected by the West Midlands Leadership Commission

Representation of women in the West Midlands Fire Service (WMFS) is considerably lower than both local and the England population. The largest proportion of women are hired in the Birmingham Fire Service (26.44%), and the lowest in the Walsall Fire Service (7.24%). Women's representation in leadership is lower than in the overall workforce but close to parity in Birmingham. There are no women leaders in Dudley and Sandwell. Levels of women's leadership is higher where the female representation in the overall workforce is higher.

³ Non-respondents are not excluded when we calculate the ratio of female, disabled and BME workforce and leadership.

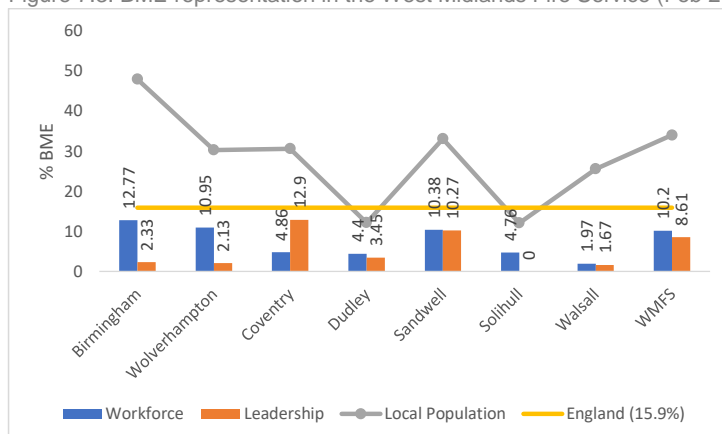
Figure 7.2: Representation of disabled people in the West Midlands Fire Service (Feb 2018)



Source: Data collected by the West Midlands Leadership Commission

Representation of disabled people in the overall workforce within the Fire Service is between 0 and 6.59% across the 7 WMCA regions, which is much lower than the population of England (19.5%). In the Solihull, none of the staff report themselves as disabled while levels are also very low in Walsall Fire Service (0.66%) and Wolverhampton (1.46%). None of the leadership self-report as disabled within the Coventry, Dudley, and Solihull fire services. The disabled representation of leadership is higher than that in the overall workforce in the Wolverhampton, Sandwell, and Walsall Fire Services. In the Birmingham Fire Service, disabled representation in the total workforce is slightly higher than that in leadership at 5.13% and 4.71% respectively.

Figure 7.3: BME representation in the West Midlands Fire Service (Feb 2018)



Source: Data collected by the West Midlands Leadership Commission



The BME representation in the fire service is considerably lower than that of the local population. In the Walsall Fire Service, only 1.97% of the workforce self-identify as BME. The workforce in the Birmingham Fire Service is the most diverse by ethnicity among those in 7 WMCA regions, although at 12.77% still much lower than the local population. The percentage of the leadership who identify as being from BME backgrounds is lower than BME representation in the overall workforce, except for in Walsall. None of the leadership report that they are from BME backgrounds in the Dudley and Solihull Fire Service.

Figure 7.4: Sexual orientation in the West Midlands Fire Service (Feb 2018)



Source: Data collected by the West Midlands Leadership Commission

In the West Midlands Fire Service, 1,311 out of 1,902 staff have reported their sexual orientation. The highest proportion of staff who identify as LGBT is in the Wolverhampton Fire Service at 3.65%, where 4.65% of the leadership report as LGBT. Sandwell Fire Service is the next most diverse with regard to sexual identity with almost equivalent proportions in leadership. None of the leadership in Walsall, Solihull, Dudley, or Coventry Fire Services self-identify as LGBT.

Summary

There are low levels of diversity within the West Midlands Fire Brigade both at workforce and leadership level. At the current time the workforce does not reflect the local population although leadership does reflect the gender of the workforce in Birmingham, the proportion of the workforce reporting a disability in Birmingham, Sandwell and Walsall and BME representation in Coventry, and Sandwell. The lack of diversity in the Fire Service as a whole has been noted. The Local Government Association (LGA), which represents the Fire Service in England and Wales, published a report in March 2017 highlighting the lack of diversity and the opportunity to diversify the workforce given that around 30% of the workforce are expected to retire in the near future. Most Fire Services are planning initiatives to diversify their workforce and are under pressure to ensure that it better reflects the local population. These include outreach and support with the recruitment process. However, as yet few monitor the recruitment process or examine the reasons why dropout rates are high for women, BME and LGBT recruits (Local Government Association, 2017).



West Midlands Fire Service Interventions

The West Midlands Fire Service has responded to the LGA criticisms building upon its existing initiatives to address its diversity deficits at pipeline and leadership levels. They recognise that change cannot happen overnight and to some extent they are dealing with the legacy of recruitment undertaken decades ago, which means even if they meet their ambitious targets they will not achieve equity until 2031. Considerable priority is being given to targeted modulated recruitment. They target women and BMEs through focused marketing campaigns, frequently using the media. Rather than trying to recruit in waves, they allow registration of interest at any time and then support target groups through the process. They have introduced taster sessions and identified points in the process where attrition rates are high. For example, many women drop out at the physical assessment stage. Now they telephone women to encourage them before the assessment and offer them a buddy if they want. They have set targets of 35% recruits being BME and 20% women for 2017/18. The target for women increases to 30% the following year and then rises to a permanent 50%. Of the first 65 recruits, 39% have been women and 26% from a BME background. They consider their approach to be working.

At leadership level they are also seeking increased representation from women and BMEs. They have targeted individual development programmes for people with protected characteristics and offer programmes such as Personal Effectiveness, Managing Excellence and Leading Excellence. Internal Stakeholder groups have been formed for women, BMEs and LGBT firefighters. These groups are involved in every aspect of policy and recruitment. The WMFS are confident that with diverse new firefighters joining and targeted development programmes, changes are underway in the fire service. They analyse recruitment and development data to individual level so they can be sure that their interventions are working and can identify problems where they exist.



Chapter 8: Education in the West Midlands

We were unable to source suitable data to present a picture of senior leadership in education for the West Midlands. However, from the literature it is evident that there are challenges for all under-represented groups- this is particularly evident in higher education. For a detailed discussion we refer the reader to the separate education and higher education report.

A range of interventions have been used in the education, further education and higher education sector. These include policy initiatives such as grants to support the development of diversity in senior leadership, some subject areas of higher education have participated in the Athena Swan award and the Race Equality Charter, each having their own criteria for the awards process. For each education sector there is evidence that organisations have implemented a range of interventions such as transparent systems and procedures for recruitment and selection, mentoring programs, leadership development training and work shadowing.

Women in Leadership in West Midlands' Multi Academy Trusts

This chapter focuses upon gender and leadership in the West Midlands multi-academy trusts (MATs) and is based upon the work of Professor Michelle Lowe (2018). Data were gathered from public records held at Companies House on MATs whose registered office used a postcode from one of the WMLC constituent authorities. The Companies House online portal allows for the retrieval of information about limited companies (and other companies that fall within the Companies Act 2006). Data was checked against MAT websites for accuracy. This analysis explores the gendered nature of educational leadership in academy trusts. The chapter looks at the gendered construction of Multi Academy Trust (MAT) Boards in the West Midlands and the gender split of MAT CEOs in the West Midlands

Teaching is a gendered profession. In 2015, 64% of secondary classroom teachers were women (rising to 90% in primary schools) but only 40% of headteachers were (Department for Education, 2015). At primary school, where men make up just over 10% of teachers, approximately 30% of headteachers are male. If headships reflected the workforce then 74% of heads would be female and there would be 1,739 more female heads. If nothing changes women's representation in senior leadership will not match their representation in the teaching workforce before 2040 (Future Leaders Trust, 2018).

Clearly, progression to leadership positions does not reflect the demographic profile of people joining the profession and working as classroom teachers. Research indicates that there are many barriers including discriminatory attitudes from governors who may expect to employ a middle-aged man, self-deselection because of confidence or the perception of what leaders do and self-deselection because of family and caring responsibilities. The latter particularly can mean women present later in their careers for leadership positions (where they may then not meet governors expectations of a senior leader).

Greater autonomy for schools has been a keystone of recent education policy. Giving school leaders greater control over what and how they teach in the curriculum, staffing and funding has been seen by successive governments as a means of driving up standards and raising



aspirations. The policy is informed by evidence of the benefits of greater autonomy in places such as Canada, Hong Kong, Singapore, Sweden and 'Charter Schools' in the USA. This control is passed from state to school when the school becomes an 'academy'. An academy is a school directly funded by the state. Schools are called academies but other schools also fall within the broader academy context such as free schools (set up by parents, teachers or others in response to demand from the local community), studio schools (for 14–19 year-olds focusing on learning through enterprise projects and real work) and university technical colleges (14-19 academies specialising in technical subjects).

The first academies opened in 2003 and prior to September 2010 there were only 203 open academies in England, making up about 6.5% of all secondary schools. The 2010 Education White Paper (Department for Education, 2010) offered all schools the freedom to become an academy either by allowing the schools judged to be "better" to convert directly to academy status or by allowing poorly performing schools to join academy federations or chains, known as 'Multi Academy Trusts' (MATs). A MAT can have one or many schools. Academies are companies registered at Companies House. The freedoms that academies have include the freedom to set their own priorities for the academy, the ability to change the length of terms and school days, freedoms around delivery of the curriculum and the ability to set pay and conditions for staff.

MATs must have 'Members' who are akin to the shareholders of a company. They have ultimate control over the academy trust, with the ability to appoint some of the trustees. MATs also have 'Trustees' who are responsible setting the direction of the MAT, holding officers of the MAT to account and ensuring financial probity. Trustees' are company directors and must comply with company law requirements. They are registered individually at Companies House. As charity trustees, they must also ensure that they are complying with charity law requirements. Trustees have a strong impact on how a MAT operates, makes decisions, and ultimately, on its success. Therefore, bringing in a variety of perspectives, backgrounds, and experiences can be key to a MAT's success. One way to bring in these diverse perspectives is through gender diversity on the board (see Sealy, 2017).

Each academy trust is required to have a Chief Executive Officer (CEO who is senior 'visible' leader in a Trust. According to *Ambition School Leadership* (2018) CEOs are thinkers and strategists, guardians of the flame, instructional leaders, leadership developers, orchestrators of partnership depth, quality assurers, business developers, communicators within the MAT, ambassadors for the MAT and the corporate executive.

Findings

In England there are currently 3,297 Trusts. 184 are registered in the West Midlands. Of these 28 are registered but have no schools registered against them (empty trusts), 74 are registered as single trusts (with only one school) and 82 are registered as MATs. Of the 82 MAT's registered, 17 currently have only one school. This leaves 65 MAT's which have multiple schools. These 65 MATs have been used as the dataset for this research with the main focus upon large MAT's who have five or more academies in their portfolio. This comprises 19 MATs within the West Midlands. Figure 8.1 shows clearly that the percentage of male CEO's at 68% is significantly greater than the percentage of female CEO's at 32%.

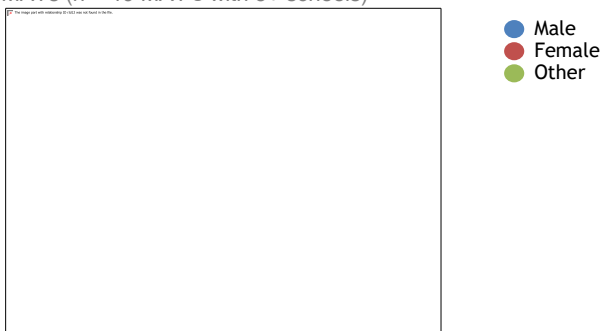


Figure 8.1: Percentage of Male and Female CEO's in large MATs (n = 19 MAT's with 5 +schools)



Figure 8.2 details the difference in numbers of male / female officers registered at Companies House. The 19 MATs included in this survey show as having 166 Trustees registered. Of these Trustees 61% are male and 39% are female. One MAT has a social enterprises company listed as a Trustee.

Figure 8.2: Number of male and female trustees registered at companies house in large MATs (n = 19 MAT's with 5+ schools)



Summary

The findings demonstrate that the gender balance of female CEOs in MATs is not representative of females in the teaching workforce. Further there is a significant gender imbalance on MAT Boards. These gender imbalances reflect gender imbalances in the schools sector despite the fact that MATs have freedoms that could potentially enable them to address these gender imbalances at Board and CEO level. This represents a challenge to the region in respect of female representation in senior educational leadership positions. The success of women at different levels has been shown to be interrelated (Sealy, 2016), but within schools the representation of women in leadership is particularly important as women leaders act as role models to the girls in the schools that they lead.

Chapter 9: Arts and culture in the West Midlands

Arts Council England's (ACE) Equality, Diversity and the Creative Case (2018) argues that diversity is crucial to the connection between the arts and society because:

"it represents a commitment to the wider world, and forms a two-way channel along which people can travel and find a platform to tell their stories" (2018, p. 2).

However, the UK's cultural industries remain unequal in access and opportunity (Banks, 2017; O'Brien and Oakley, 2015), and ACE's latest report stresses that despite small improvements in workforce diversity in the sector, "aspirations are not always translating into meaningful actions or significant appointments," and leadership plays a major role in this. ACE argue "more power should be in the hands of those who understand the need for change" (2018, p. 2). Those in leadership positions help to determine which types of cultural offerings are valued, and it is essential that everyone should feel able to participate in and produce culture (ACE 2018; Banks, 2017).

There is a lack of evidence about leadership in the sector both at national and international level. This chapter, based on a report by Patel and Naudin (2018) written specifically for the WMLC, offers original findings on the diversity of leadership based on analysis of ACE National Portfolio Organisations (NPOs) in the West Midlands. We highlight areas which need further research and policy attention.

A key concern when trying to examine the nature of leadership in the sector is the lack of a definition of what constitutes leadership. Sue Hoyle (2014) argues cultural leaders inspire others, can connect with others and build relationships, and are able to plan strategically and show others the way. Hoyle's definition emphasises the individual values of a potential cultural leader, whereas the British Council's definition lists job titles and responsibilities. They define cultural leadership as "the act of leading in the cultural sector" concerning "senior managers and directors in subsidized cultural institutions; public officials developing and implementing policy for the cultural sector; and a huge range of producers, innovators and entrepreneurs in small companies, production houses and teams." (British Council, 2017). However, many cultural leaders will be freelance or independent workers, about whom there is a lack of data (Cultural Leadership Programme, 2008).

The lack of diversity in the creative and cultural industries is well-documented in academic studies. Cultural practice and production is less ethnically diverse than most other parts of the UK economy, and there are suggestions that it has worsened over the past five years (Neelands et al., 2015). Data on micro-enterprises and the self-employed is scarce, given the prevalence of informal hiring patterns, networks and unpaid work. The reliance on social networks is a well-documented characteristic of the sector (Lee, 2011; Hesmondhalgh and Baker, 2011; Oakley, 2014). O'Brien and Oakley also argue that networks reproduce, rather than alleviate, inequalities in the sector. Rebecca Hemmings, director of Drama Education company Strawberry Words, wrote a blog post about her experience at an 'Arts and Learning Strategic Planning day' in Birmingham which expresses well the importance of increasing diversity in the sector. She writes:

'I expressed my concern that there were very few people in the room that looked like me and that worried me. My direct question [to the speaker, Darren Henley of ACE] was: 'How can



we change the diversity of arts management within the city?’ I got a politician’s answer, which was not the clear, concise reply I wanted, but could I really have expected more? I was told to keep doing what I am doing with regards to being a role model for others and to keep raising the issue. In addition, Darren Henley said ACE now has the power to take away funding from organisations that do not embrace diversity. On the one hand, it is a good start but on the other, I wonder what experience diverse staff members will have at the hands of disgruntled arts leaders who are practically forced to employ us? The fact that I brought this point up meant that I got many people talking to me throughout the day about this. I got the sense from these individuals that they too were genuinely concerned about the problem’ (Hemmings, 2016).

ACE’s report Equality, Diversity and the Creative Case (2018) sets out to invite new ways of thinking about diversity in the arts, stating it is crucial that diversity is understood as “a source of cultural inspiration that also makes a demonstrable contribution to the long-term health of the arts” (ACE, 2018, p.2). In the report it is argued that ACE’s initiatives to address the lack of diversity in the arts are contributing to some progress, such as higher proportions of NPOs led by people from Black and Minority Ethnic (BME) backgrounds and disabled people than ever before.

The UK Government’s Department for Digital, Culture, Media and Sport Culture White Paper (Department for Culture, Media and Sport, 2016) identifies the need for “a more diverse leadership and workforce in the cultural sectors” (2016, p. 10). The report notes that “too few people from black or minority ethnic backgrounds, or who are disabled, work at the highest levels in cultural organisations” (2016, p. 27). In 2016 ACE developed strategies for addressing the lack of diversity in leadership across the cultural sector, and in November 2017 they produced the Culture Change Toolkit (ACE, 2017), which includes guidelines to help organisations to develop diverse workforces and leadership in the cultural sector. Such guidance includes mentoring and professional development measures to ensure “diverse people are within the leadership development pipeline” (2017:5) with some case studies of successful schemes, such as the MOBO Fellowships, developed through a partnership between London Theatre Consortium’s and MOBO. The Fellowships are aimed at mid-career leaders from black and minority ethnic backgrounds.

Findings

The data used to map diversity in cultural leadership in the West Midlands was collected from the following sources:

- DCMS Economic Estimates 2016
- ACE Diversity reports 2015-16, 2016-17
- ACE Changemakers Programme 2016
- Clore Leadership Programme (Gorman, 2017)
- UK Heritage reports
- Creative and Cultural Skills West Midlands Creative Industries Report 2012-13
- Cultural Leadership Programme 2008
- BCC Ethnic Groups in the Labour Market 2014
- BCC Women in the Labour Market 2016



BCU also carried out a scoping of current leaders in cultural institutions in the West Midlands. The institutions are those named in ACE's current list of NPO's, and looked at online biographies and profiles of the leaders of each institution. Given the paucity of data it is not possible to break information down beyond regional level. This obviously obscures local differences, which are likely to be important. Better data collection is required in the future to enable the identification of diversity deficits and surfeits across the region.

ACE's latest Creative Case report suggests that while the diversity of boards and senior management in NPOs are improving (particularly in terms of BAME and women representation), the same cannot be said of Major Partner Museums (MPMs). Even so, the proportion of women, ethnic minorities and disabled people in leadership positions remains low. Also of concern is the number of respondents who preferred not to disclose information about the diversity of their workforce and leadership.

There is little data on diversity in the heritage and museum sector, the data which does exist points to an even less diverse workforce and senior leadership than the rest of the cultural sector. Reports mainly focused on skills gaps and sustainability of the sector, rather than workforce diversity.

BCU's analysis of leaders in West Midlands NPOs from ACE's data found that out of 48 organisations in total, 54% (26) are led by women, 16% (8) are led by people from ethnic minority backgrounds. Of the organisations led by women, 23% are from an ethnic minority background, which is much higher than the 9% of male leaders. It was difficult to obtain concrete information regarding other protected characteristics such as sexual orientation and disability. The focus is on NPOs – little is known about self-employed and freelance cultural workers who are not based at an institution, but engage in leadership activities.

The table below is a summary of BCU's scoping of cultural leaders among NPOs and MPMs in the West Midlands region (full information in Patel and Naudin 2018):

Table 9.1: Protected characteristics of NPO and MPM leaders in the West Midlands

	Age 25-35	Age 35-45	Age 45-55	Age 55-65	Age 65+	Female	Male	White	BAME	LGBT+
No.	3	11	15	15	3	26	22	40	8	1
Percent	6%	23%	31%	31%	6%	54%	46%	84%	16%	2%

Freelancers and sole traders

Creative and Cultural Skills (2013) provides the most recent regional overview of self-employment levels in the cultural industries. The table below demonstrates the high level of self-employment in the creative and cultural industries in comparison to the entire economy:

Table 9.2: Levels of self-employment in the West Midlands creative and cultural industries

Sector	Creative and Cultural	Total Economy
Regional Distribution (West Midlands)	38%	13%
England Distribution	39%	46%
UK Distribution	39%	46%



The below table on business size also provides an indication of the level of micro-enterprise in the sector, with 81% of creative and cultural organisations in the region having less than 4 employees:

Table 9.3 Business size in creative and cultural organisations

	Business size (number of employees)		
	0-4	5-50	50+
Creative and Cultural Regional Distribution (West Midlands)	81%	17%	2%
Creative and Cultural Industry (England)	85%	14%	1%
Creative and Cultural Industry (UK)	85%	14%	1%
Regional Distribution (West Midlands)	75%	23%	2%
England Distribution	76%	22%	2%
UK Distribution	76%	22%	2%

Overall, levels of self-employment and micro-enterprise are marginally lower in the cultural industries than the England and UK average. It is possible that those working in freelance jobs do carry out leadership activities in the region, however they would not be recognised in the major datasets set out above.

The West Midlands Combined Authority (WMCA) Strategic Economic Plan (SEP) identifies 'Creative and Digital' as one of its priority areas, however the strategy places much emphasis on digital and innovation, rather than the core arts. To date most action in terms of diversifying the arts and culture sector appears to have occurred in Birmingham. The awarding of City of Culture to Coventry offers much potential for innovation and inclusion. Birmingham City Council has a cultural strategy (2016-2019) which seeks to foster the leadership abilities of young people with a focus on development of BME creative entrepreneurship and local BME producers – especially emerging cultural leaders (Birmingham City Council, 2017). BCC have also invested in the ASTONish and RE:Present16 programmes. Both initiatives, in partnership with the Birmingham Centre for Media and Cultural Research, Birmingham City University, were aimed towards cultural leaders underrepresented in Birmingham (see the case study below).

Case study 9.1: RE:Present16 and ASTONish

Transforming diversity and inclusion in cultural sector leadership (Patel and Naudin, 2018)

RE:Present16 and ASTONish were two training programmes delivered in Birmingham which addressed inequalities of representation in cultural leadership. Between 2016-2018, RE:Present16 & ASTONish trained a total of 77 participants based predominantly in Birmingham. The two programmes included master classes and seminars from established cultural leaders and role models in the region, as well as training provision for cultural leaders who are underrepresented in the sector.

The two programmes are examples of good practice for developing cultural leadership in the region. Evaluation of the projects resulted in the following recommendations for future programmes following a similar model:

- Sustainability: Programmes such as RE:Present16 and ASTONish benefitted from two separate funding opportunities which are not guaranteed. Policy makers need to collaborate with key stakeholders to provide ongoing support and funding.
- Recognition of self-employment status: High levels of self-employment and precarious working conditions amongst diverse cultural workers & leaders result in exclusion from mainstream programmes such as the Clare Leadership programme. Alternative provision is needed to ensure equality of access and representation for diverse cultural workers & leaders.
- Creative and Cultural Industries: Introduce the structural context of the cultural and creative industries by providing insights into regional and national institutions, an overview of cultural policies, including how the sector overlaps with more commercially driven creative practices.
- Relationship with cultural institutions: Make connections between 'diverse' cultural workers & leaders and local, regional and national institutions by creating spaces for introductions and conversations. Exploit the role of cultural intermediaries to bridge the gap between policymakers, institutions and diverse cultural workers & leaders. The programmes draw attention to issues of language and of cultural value as part of the role of cultural workers & leaders, for audiences, funders, collaborators and institutions.
- Mutual support: A variety of approaches to ensure relationships are developed and nurtured are critical to the ongoing development of diverse workers & leaders.

RE:Present16 was supported by Creative Shift, Lara Ratnaraja, Birmingham City Council, ACE, Aston Business School, University of Birmingham and Birmingham City University.

ASTONish was supported by Birmingham Museums Trust, Birmingham Hippodrome, Lara Ratnaraja and Birmingham City University.

Summary

The lack of data at local authority or even regional level about protected characteristics and leadership in the arts and cultural industries makes identifying the nature of leadership across the full range of the sector impossible. Patel and Naudin (2018) suggest a working definition of cultural leadership, which encompasses cultural leadership in large organisations and in freelance and entrepreneurial practice as "activities that inspire, lead and empower others, and innovate, challenge and break ground in the cultural field, or the



core arts". This implies greater consideration of the role of self-employed and freelance individuals in leadership of the sector. At a national level there is recognition of a creative case for diverse cultural leadership and ACE are beginning to gather a wider range of data on various protected characteristics at leadership level. Future regional surveys and studies should include the cultural industries as a separate occupational area and consider protected characteristics as outlined by the Equality Act 2010. Existing data focuses primarily on ethnic origin, age and gender. Sexual orientation, gender reassignment and/or identity, disability and class should also be considered in reporting. This would aid understanding of intersectionality in cultural leadership.

While the nature of diversity in leadership in the arts and culture sector in the West Midlands is at the current time unclear, what is evident is that there are some major opportunities coming up within the region. Coventry City of Culture 2021 and the #WMGeneration campaign to bring Channel 4 to the West Midlands are both potentially useful opportunities to promote diversity in cultural leadership. Current leaders from diverse backgrounds could spearhead such campaigns and provide the role models to inspire cultural leaders from diverse backgrounds.

Chapter 10: Board diversity in the West Midlands

This chapter uses work by Professor Silke Machold (2018) undertaken on behalf of the WMLC. The analysis focuses on the West Midlands' top 1,000⁴ (herein termed the WM1000) companies by turnover. Data were sourced from the FAME database provided by Bureau van Dijk (2017). FAME is a financial database of UK public and private companies that compiles standardised information, including financial and director data, which companies submit annually to Companies House. To arrive at the WM1000 all active companies with over 10 employees and more than one director with a registered office in the West Midlands were selected. Focusing on all private and public limited companies the top 1000 by turnover were selected and then diversity characteristics identified and analysed.

The data has been analysed at authority level and plotted against workforce information for each area enabling us to compare leadership on boards across protected characteristics of gender and ethnic diversity. We have used nationality data as a proxy for ethnic diversity as ethnicity data was not available. This is likely to mean that the diversity of boards is under-reported given that we do not have data for minorities who have British nationality. We also include an analysis of age diversity but information was not available for sexual identity or disability.

The subject of diversity in the boardroom has attracted much attention. In 2010, the UK launched an independent review into women on boards led by Lord Davies of Abersoch. Focusing on the top listed companies, the review and its subsequent recommendations and actions catalysed UK businesses to address gender diversity in the boardroom, and the target of 25% female representation by 2015 on boards was achieved. In 2017, the Hampton-Alexander Review extended this work by looking more broadly at gender diversity in the FTSE 350 leadership teams and the progress towards 33% women on boards. In parallel, the Parker Review (2017) urged business leaders to pay greater attention to ethnic and cultural diversity in the boardroom as only 85 of the 1,050 director positions in the FTSE100 were held by directors from ethnic minority backgrounds.

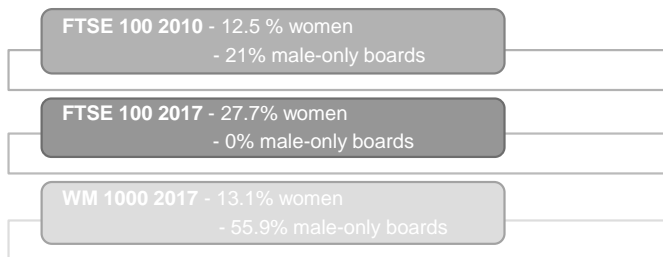
Findings

Gender diversity

In 2017, women made up only 13.1% of the directors of corporate boards in the largest West Midlands companies. 58 companies have perfectly gender-balanced boards. Over half of the companies (55.9%) have male-only boards, whereas 2 companies have female-only boards. This is a serious issue for West Midlands companies to address.

⁴ Top 1,000 companies by turnover, companies with only 1 director were excluded.

Figure 10.1: Progress with women on boards: FTSE100 and WM1000 compared

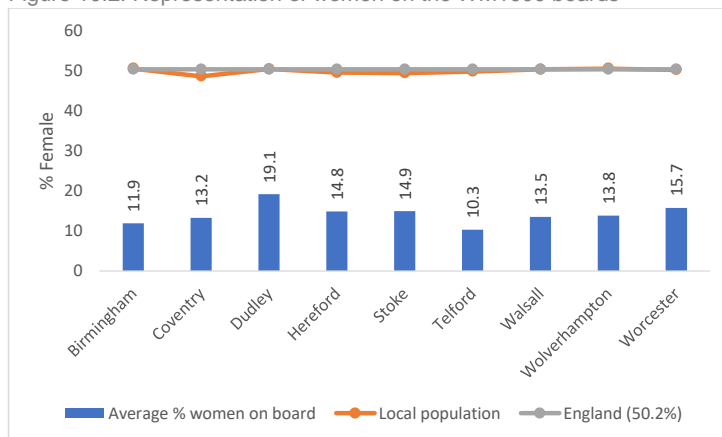


Source: FAME and Annual Population Survey Jan-Dec 2016

West Midlands public companies⁵ have on average a higher proportion of women than private companies – 15.6% compared to 12.9%. However, this still lags behind the UK average for both the FTSE 100 (27.7%) and FTSE 250 (22.8%).

There are some regional variations in board gender diversity – companies registered in Dudley postcode areas have on average the highest representation of women on boards (19.1%), whereas companies in the Telford area have the lowest (10.3%). Representation on boards is a long way below the level of local populations of women in the West Midlands (52%).

Figure 10.2: Representation of women on the WM1000 boards



Source: FAME and Annual Population Survey Jan-Dec 2016

⁵ Public companies in the dataset include: Public quoted, Public not quoted and Public Alternative Investment Market (A.I.M.)

Nationality diversity

The directors of the WM1000 come from 44 different countries reflecting the superdiversity of the region's population. Directors holding US, German and French nationalities are most frequent. Of those companies that report on the nationality of their directors⁶, 50% have at least one non-UK national on their board of directors. On average, non-UK nationals account for 16.6% of board positions. 16 companies have boards comprising of only international directors.

Table 10.1: Countries of origin of non-UK nationals on the WM1000 Boards

Country	No of directorships	Country	No of directorships	Country	No of directorships
Argentina	1	Greece	4	Portugal	5
Australia	14	Hungary	1	Qatar	1
Austria	11	India	15	Republic of Korea	1
Barbados	1	Ireland (Republic of)	49	Russian Federation	2
Belgium	17	Iran	2	Slovakia	1
Brazil	1	Israel	2	Slovenia	1
Canada	8	Italy	34	South Africa	23
China	23	Japan	42	Spain	24
Cyprus	1	Kuwait	4	Sweden	20
Czech Republic	1	Lebanon	2	Switzerland	10
Denmark	19	Malaysia	4	Taiwan	4
Egypt	5	Netherlands	23	Thailand	27
Finland	1	New Zealand	3	Turkey	3
France	89	Norway	11	United States of America	141
Germany	100	Poland	2		

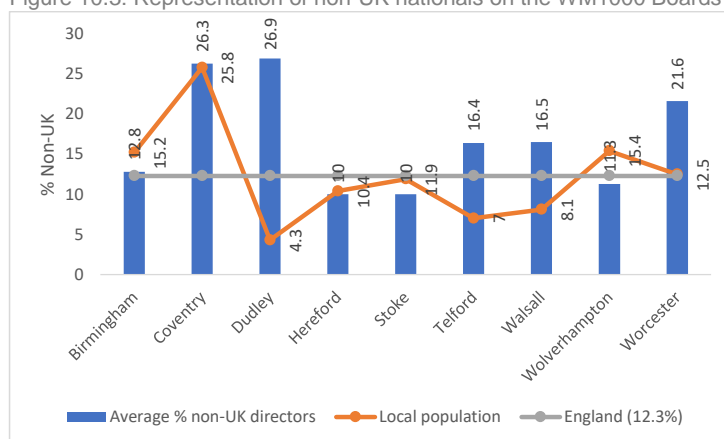
Source: FAME and Annual Population Survey Jan-Dec 2016

Private companies have on average a higher proportion of international directors compared to public companies – 17% and 9.1 % respectively.

Companies in the Dudley and Coventry postcode areas have the most nationality-diverse boards (26.9% and 26.3% respectively), whereas companies in Hereford and Stoke have the least (10%).

⁶ 232 have incomplete data.

Figure 10.3: Representation of non-UK nationals on the WM1000 Boards



Source: FAME and Annual Population Survey Jan-Dec 2016

Age Diversity

Directors of West Midlands companies range in age from 19 years to 98 years. The age average of all directors is 53.4 years – this is younger than the age of FTSE 100 directors where the average age of male directors is 59.4 and that of female directors 56.9 years.

The 'youngest' board in terms of average age of directors is 36 years, whereas the 'oldest' board is 80.5 years. The most age-diverse board has a difference of 59 years between the youngest and oldest board member, and only 8 companies have no age diversity. Most typically, 10 years separate the oldest and youngest directors. Public company boards tend to be on average 2 years 'older' than private company boards (55 years and 53 years respectively), but also more diverse (24 years separating the youngest and oldest board member compared to 17 years in private companies). The mean age difference between the youngest and oldest director is 17.2 years.

There are no distinct regional patterns when it comes to board age and board age diversity. Companies in the Dudley postcode region have both the 'oldest boards' and the most age-diverse ones. Companies in the Coventry postcode region have the 'youngest' boards, and companies in Telford have the least age-diverse boards. The ethnic diversity of boards tends to either reflect or exceed that of the local population with the exception of Birmingham, Stoke and Wolverhampton.

Table 10.2: Age and Age diversity in the WM1000

Postcode region	Average Board Age	Average age diversity (difference between youngest and oldest director)
Birmingham	52.8 years	17.3 years
Coventry	52.7 years	17.0 years



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Dudley	54.7 years	19.3 years
Hereford	53.9 years	18.1 years
Stoke	54.5 years	17.5 years
Telford	53.0 years	16.9 years
Walsall	53.0 years	14.8 years
Wolverhampton	53.3 years	19.6 years
Worcester	54.4 year	17.7 years

Source: FAME and Annual Population Survey Jan-Dec 2016

Summary

Company Boards in the West Midlands continue to demonstrate an underrepresentation of women – a problem that has been acknowledged in respect of UK companies, but appears to be problematic for the region where over 50% of boards are male only. In terms of nationality diversity (as a proxy for ethnicity) the region fares better with ethnic diversity likely to be underreported herein. More information about the ethnicity of Board members would help develop a further understanding of the diversity of directors. Boards in the West Midlands are younger than those in the FTSE 100. Future work might explore whether up and coming directors are more likely to be women thus enabling us to explore whether more women are beginning to join boards. As things stand, interventions are needed to increase women's participation on boards in the region.

Part 3: Diversity and inclusion practices and interventions

Chapter 11: Diversity and inclusion policies and practices

This chapter explores a range of workplace-level factors relating to the ability of minority groups to attain leadership roles within organisations. Looking at both the West Midlands and Great Britain more widely⁷, it explores the extent of adoption of diversity and inclusion policies and practices regard to gender, ethnicity, religion and belief, disability, age and sexual orientation that might be deemed important in enabling minority groups to attain leadership roles. The chapter uses matched employer-employee data from the 2011 Workplace Employment Relations Study (WERS) (Department for Business, Innovation and Skills et al., 2015). This chapter is based upon a report prepared for the WMLC by Hoque and Adam (2018). The full report outlines the statistical techniques utilised to analyse WERS data. WERS is designed to be nationally representative of British workplaces with five or more employees (a workplace being defined as a single branch within a bank, for example) in all industry sectors (with the exception of agriculture, hunting, forestry and fishing, and mining and quarrying) when probability weighted to account for the complex nature of the survey design. As with the analysis of the LFS data, it is not possible to look below regional level because of insufficient sample sizes.

Formal written equal opportunities policies

The uptake of formal written equal opportunities is higher in the West Midlands than in any other region of Great Britain, and the Great Britain average.

76.3% of workplaces in the West Midlands have adopted a formal written equal opportunities (EO) policy that makes explicit reference to gender, 76.3% have adopted such a policy with regard to ethnicity, 73.9% with regard to religion and belief, 70.8% with regard to disability, 70.5% with regard to age and 70.2% with regard to sexual orientation.

Formal written EO policies have been previously identified as frequently being 'empty shells' that lack substance in the form of supporting EO practices (Hoque and Noon, 2004, pp. 481-506). As such, it is also important to explore the extent of adoption of the specific diversity and inclusion practices that workplaces with a formal written equality policy would be expected to implement.

This is addressed in Table 11.1. This table reports the extent of adoption of the following five EO practices:

- monitoring of recruitment and selection;
- recruitment and selection procedures reviewed to identify indirect discrimination;
- monitoring of promotions;
- promotion procedures reviewed to identify indirect discrimination;
- reviews of relative pay rates.

⁷ The analysis compares the West Midlands against the other UK standard statistical regions. It is not possible to compare (for example) local authority regions within the West Midlands against each other as it is not possible to identify local authority regions within the WERS general release data, and also because there would be insufficient observations per local authority region for the purposes of statistical analysis.



Adoption of these practices is very limited across all regions of the UK. Where the West Midlands is concerned, workplaces have adopted, on average:

- 0.81 of the five gender practices;
- 0.80 of the five equality practices;
- 0.61 of the five religion and belief practices;
- 0.76 of the five disability practices;
- 0.70 of the five age practices;
- 0.63 of the five sexual orientation practices.

Adoption of many of these practices is higher in the West Midlands than in several other regions of Great Britain and the rest of Great Britain as a whole.

Table 11.1: Uptake of equal opportunity practices by region

Average number (min=0, max=5) of EO practices ¹ adopted on the following grounds:						
	Gender	Ethnicity	Religion or belief	Disability	Age	Sexual orientation
North	0.44***	0.43***	0.33**	0.42***	0.39***	0.34**
Yorkshire	0.86	0.70	0.54	0.73	0.73	0.47
East Midlands	0.61	0.58	0.50	0.59	0.59	0.50
East Anglia	0.40	0.40	0.32	0.40	0.41	0.31
South East	0.54**	0.51**	0.34**	0.51*	0.47*	0.36**
South West	0.47*	0.42**	0.35*	0.42**	0.39**	0.37*
West Midlands	0.81	0.80	0.61	0.76	0.70	0.63
North West	0.59*	0.52**	0.42	0.50**	0.49*	0.39*
Wales	0.45**	0.42**	0.35*	0.40**	0.39*	0.36*
Scotland	0.77	0.59**	0.51	0.63*	0.64	0.46***
Great Britain (excluding W. Mids)	0.58**	0.52***	0.40**	0.52**	0.50**	0.39***

Source: Department for Business, Innovation and Skills et al. (2015); Hoque and Adam (2018)

Notes:

Base – all workplaces

*** significant at 1% ** significant at 5% * significant at 10%

Significance calculated as difference from the West Midlands once workplace characteristics are controlled for in a survey poisson model (controlling for: organisation size; log of workplace size; single independent workplace; Standard Industrial Classification major group; national ownership; workplace age; public sector; union recognition; proportion of the workforce female, ethnic minority, aged 50 or over, part-time; proportion of workforce in each SOC major group).

¹EO practices (for each minority group): monitoring of recruitment and section; recruitment and selection procedures reviewed to identify indirect discrimination; monitoring of promotions; promotion procedures reviewed to identify indirect discrimination; relative pay rates reviewed.

When focusing upon the uptake of the individual equal opportunities practices, we find that adoption of all such practices is low in the West Midlands, although higher in the region than the rest of Great Britain. For example, the adoption of



- recruitment and selection monitoring ranges from 16.5% of workplaces for sexual orientation to 26.2% for gender;
- reviews of recruitment and selection procedures to identify indirect discrimination ranges from 19.3% of workplaces for religion and belief to 26.9% for ethnicity;
- promotion monitoring ranges from 11.2% of workplaces for religion and belief and sexual orientation to 12.1% for gender;
- promotion procedure reviews to identify indirect discrimination ranges from 14.5% of workplaces for religion and belief to 16.7% for age;
- reviews of relative pay rates are particularly uncommon, with just 2.7% of workplaces conducting such reviews by religion and belief and sexual orientation, and 3.4% conducting such reviews by gender.

Thus, while the West Midlands has a higher level of adoption of policies than elsewhere, it would appear that many of these are merely statements of intent rather than actual actions.

Uptake of special procedures

Uptake of special recruitment procedures for disadvantaged groups is lower in the West Midlands compared with many UK regions and with the Great Britain average, with uptake for LGBT, disabled and women returning to work particularly low. Some 54.9% of workplaces in the West Midlands have carried out workplace accessibility assessments for disabled people, which is higher than other regions excluding Scotland. Flexible working practices such as flexi-time, compressed hours, school time working hours (see Hoque and Adam 2018) are lower than the Great Britain average except for ability to reduce or change working hours or to work only during school terms. Maternity and paternity pay beyond the statutory minimum is lower than the Great Britain average at 24% and 18.4% of organisations surveyed respectively.

Table 11.2 shows the adoption rates of family friendly practices. On the whole, these are higher than the Great Britain average but with adoption rates very low with the exception of financial help with childcare which is available at 35.7% of workplaces surveyed in the West Midlands compared to 30.4% within Great Britain.

Table 11.2: Adoption of Family Friendly practices

	Any employees at the workplace entitled to:				
	Workplace nursery or nursery linked with workplace	Financial help with child care ¹	Financial help with the care of older adults	A specific period of leave for carers of older adults ²	A specific period of paid parental leave ³
North	7.2	27.3	3.0**	5.0	5.6**
Yorkshire	3.5	27.9	0.1	5.4	6.4*
East Midlands	0.7	35.3	0.0	8.0	6.5**
East Anglia	2.0*	33.1	0.2***	2.4	4.6*
South East	2.7	32.4	1.0***	10.9	13.5
South West	2.1	29.8	1.1***	3.4	4.4*
West Midlands	5.1	35.7	0.2	7.5	12.5
North West	1.5*	33.1	0.0	8.3	12.0
Wales	7.0	15.7***	0.0	7.9	12.6



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Scotland	0.4**	27.8	0.0	8.1	12.2
Great Britain (excluding W. Mids)	2.6	30.4	0.6	8.0	10.1

Source: Department for Business, Innovation and Skills et al. (2015); Hoque and Adam (2018)

Notes:

Base – all workplaces

*** significant at 1% ** significant at 5% * significant at 10%

Significance calculated as difference from the West Midlands once workplace characteristics are controlled for in a survey probit model (controlling for: organisation size; log of workplace size; single independent workplace; Standard Industrial Classification major group; national ownership; workplace age; public sector; union recognition; proportion of the workforce female, ethnic minority, aged 50 or over, part-time; proportion of workforce in each SOC major group).

¹ e.g. childcare vouchers, loans, repayable contributions to fees for childcare outside the workplace, subsidised places not located at the workplace

² in addition to time off for emergencies

³ in addition to maternity or paternity leave, and time off for emergencies

Adoption of practices by workplace type

This section of the chapter explores the types of workplaces in which diversity and inclusion practices are more likely to have been adopted using a count of the number of practices adopted (see Hoque and Adam 2018 for discussion of practices and methods). The analyses reveal the following findings:

- i) **Organisation size.** The adoption of diversity and inclusion practices in both the West Midlands and in Great Britain more widely is strongly associated with the size of the organisation to which the workplace belongs, with workplaces within smaller organisations with between 5 and 49 employees being much less likely to adopt these practices than workplaces with 50 or more employees.
- ii) **National ownership.** The analysis reveals notable differences between foreign and domestically-owned firms in the West Midlands, with foreign owned firms being less likely to have adopted diversity and inclusion practices with regard to ethnicity, religion and belief, disability and sexual orientation.
- iii) **Unionisation.** The analysis suggests that in the West Midlands the uptake of diversity and inclusion practices is higher in unionised workplaces, with the uptake of gender practices being higher, and the uptake of disability and sexual orientation practices being slightly higher, in workplaces with union recognition than in workplaces without union recognition.
- iv) **Workforce characteristics.** The extent of adoption of gender-related diversity and inclusion practices is positively related with the proportion of the workforce that is female in both the West Midlands and in Great Britain more broadly, and weak evidence that the extent of adoption of ethnicity-related and religion and belief diversity and inclusion practices are positively associated with the proportion of ethnic minority workers. With regard to disability, unlike in the West Midlands, the extent of adoption of disability-related diversity and inclusion practices is associated with proportion of the workforce that is disabled.



Summary

The analysis found that workplaces in the West Midlands are more likely to have adopted such policies than several other regions of Great Britain). They are also more likely than workplaces in many other regions to have implemented equal opportunities practices with regard to the monitoring and reviews of recruitment, promotion and pay procedures that are typically seen as important in underpinning EO policies, and they are more likely to have family-friendly practices in place than workplaces in several other regions of Great Britain. At the same time, however, adoption of such practices in the West Midlands, while higher than elsewhere, is still not particularly high.

Added to this, not all of the diversity and inclusion practices asked about in the WERS survey are more widespread in the West Midlands than elsewhere, and some are less widespread. Workplaces in the West Midlands are no more likely than most other regions of Great Britain to have carried out formal assessments regarding accessibility of the workplace to disabled people or to provide maternity/ paternity pay beyond the statutory minimum. Where special recruitment procedures to attract minority groups and flexible working time arrangements are concerned, these are less widely adopted in workplaces in the West Midlands than in several other regions of Great Britain, although the adoption of such practices is generally low across all regions.

Chapter 12: The Influence of practices on the representation of minority groups in leadership roles

This chapter uses WERS data to explore whether minority groups are more likely to be in leadership roles in instances where there is a greater usage of diversity and inclusion practices. It is based upon the report by Hoque and Adam (2018), and reports on the interactions between different protected characteristics and specific diversity and inclusion practices. We are able once again to report at West Midlands level but note too that identifying relationships between interventions and attainment leadership roles has potential to indicate the kinds of interventions that may be successfully introduced or rolled out across the West Midlands.

Findings

In terms of gender, no significant relationship was identified suggesting that the representation of women in leadership roles is no different in where gender diversity and inclusion practices are more widely used than where such practices are less widely used. This is also the case both at West Midlands and Great Britain levels and across leadership roles in general, and when management and professional roles are explored separately.

In respect of ethnicity diversity and inclusion practices there is a significant interaction, which suggests that ethnicity diversity and inclusion practices reduce the under-representation of ethnic minorities in leadership roles. However, even in workplaces where such practices are more widely used, ethnic minorities are still less likely than whites to be in leadership roles. The rest of GB mirrors the West Midlands except that there is weak evidence to suggest that ethnicity diversity and inclusion practices reduce the under-representation of ethnic minorities in professional roles (but not management roles).

There were too few observations to analyse religion at West Midlands level but weak evidence to suggest that religion and belief diversity and inclusion practices are weakly associated (at the 10% level) with a lower representation of Muslims in leadership roles. There is no significant relationship between disability representation in leadership, management or professional roles either at West Midlands or Great Britain level.

In terms of LGBT initiatives there are no interaction effects at Great Britain level. However, at West Midlands level there was a negative interaction between LGBT diversity and inclusion practices and the representation of LGBT people in leadership roles – this applies to leadership, management and professional roles.

Summary

The results reveal a mixed picture. There is some evidence that the disadvantage ethnic minorities experience is lower in workplaces making greater use of ethnicity diversity and inclusion practices, both in the West Midlands and in the rest of Great Britain. However, there is no evidence that women or disabled people are more likely to be in leadership positions in workplaces making greater use of gender or disability diversity and inclusion practices. Where religion and belief and LGBT diversity and inclusion practices are concerned, opposite to what would be expected, the evidence suggests these are



associated with a lower representation of Muslims (in the rest of Great Britain) and of LGBT people in leadership roles (in the West Midlands).

Overall, therefore, the results suggest, with the exception of ethnic minorities, the adoption of diversity and inclusion practices within workplaces is not associated with the increased representation of minority groups in leadership positions. This is not to say that such practices are unimportant. Indeed, they may be important in ensuring minority groups gain employment in the first instance (the evidence above that the presence of diversity and inclusion practices is positively correlated with the representation of minority groups within the workforce as a whole suggests support for this argument), or in relation to other outcomes of importance to minority groups (equal pay, access to training for example). However, where the specific issue of the representation of minority groups in leadership positions is concerned, it would appear that, with the exception of ethnic minorities, diversity and inclusion practices have little bearing on the progression of minority groups into such roles. In light of this, it is clear that innovative interventions are required to enhance access of people with protected characteristics to leadership positions.

Chapter 13: Interventions

Successful interventions fall into two broad categories: (1) programs to change organisational culture to be more accepting and embracing of difference; and (2) programs to support individuals within the system. The goal is to create organisational demand for diversity while simultaneously giving individuals the tools they need to succeed.

There is a range of initiatives to increase diversity in the workforce. Examples include diversity committees, diversity workgroups, advocacy groups, intercultural training, and diversity initiatives specific to job recruitment, retention and promotion (Podsiadlowski et al., 2013). Due to the complexity of diversity interventions, there is no standard approach for measuring and analysing them (Richard and Johnson, 2001).

Aside from the practices intended to increase diversity, it is important to note that all individuals who aspire to or are identified as future leaders need to be developed. According to Collins and Holton (2004), Day (2001), Burke and Day (1986), and Kur and Bunning (2002), best practice leadership development methods include: 360-degree feedback; executive coaching; mentoring; networking; job assignments; and action learning (Groves, 2007, p. 214).

Succession planning

Identifying potential future leaders and developing them is crucial for organisations in order to ensure a smooth transition from one leader to another. Groves (2007, p. 255) suggests this can be achieved through 'frequently updating lists of high potentials based on project-based performance, and basing succession decisions on a diverse pool of candidates'. However, a note of caution: several authors have noted that relying on the present executives to select successors can limit opportunities to enhance senior management diversity (e.g. Kilian, Hukai and McCarty, 2005).

Case Study 13.1: example of Succession Planning

Charan's (2005) review of CEO succession best practices describes the highly flexible process at Colgate-Palmolive in which leadership evaluation begins in the first year of employment for managerial personnel while lists of high potentials are developed, debated, and regularly revised by multiple stakeholders (subsidiary leaders, local general managers, division heads, and the Colgate-Palmolive Human Resource committee composed of Colgate's CEO, president, COO, and senior VP of HR). Throughout their respective careers, high potentials receive assignments that truly stretch their abilities and expose them to new markets and consumers, outside executive coaching, 360-degree feedback, and a series of "visibility programs" in which they meet with the company's most senior leaders (Groves, 2007, pp. 248-249).

Mentors

De Janasz, Sullivan and Whiting (2003) state, "simply put, mentors matter". Mentors are important to all professionals, however, their importance increases for executive women and people of colour with both groups reporting that having a mentor has been a particularly



important factor in their career development. Mentoring programmes can assist with not only providing individuals with an insight into senior leadership roles but also the quality and diversity of the leadership pipeline.

Organisations should develop suitable mentor networks fully engaging all managers in identifying and supporting mentor programmes (Groves, 2007). Having multiple mentors is strongly correlated with high promotion rates (de Janasz, Sullivan and Whiting, 2003). Employees with mentors are also likely to have increased positive experiences, greater promotions, personal learning and organisational commitment (e.g. Dwyer, 2003).

Most formal programs include: conducting a needs assessment; establishing success criteria; providing mentor and protégé role descriptions and training; and providing clear measurements upon which to measure success and base improvements (Lewis and Fagenson, 1995).

One of the problems is trying to find suitable mentors especially for women and BME individuals. This is challenging and requires addressing as not having a mentor has been found to be a significant barrier to obtaining senior leadership positions (e.g. Catalyst, 2002; Ragins and Cotton, 1996).

Women face some unique barriers to initiating mentoring relationships, including a shortage of women at the top, the fear that an approach to a potential male mentor might be misconstrued (Raggins and Cotton, 1996). Women of colour report lack of access to mentors in much greater numbers than white women (Giscombe and Mattis, 2002).

Professional development and training

Ensuring individuals have the necessary skills, knowledge and business acumen in order to take on senior leadership positions and have experience of leading high profile projects or key organisational initiatives. As part of professional development there needs to be an honest and open performance appraisal system which is combined with a suitable rewards system (Groves, 2007).

As part of professional development Groves (2007) suggests that managers at all levels in leadership should be engaged in leadership development activities, this should including teaching courses and creating projected-based learning experiences (e.g. stretch assignments and action-learning projects) for high potentials. 360-degree or multi-source feedback is a core leadership development practice (London and Smither, 1995).

Workgroups, advocacy groups, forums

Groves (2007) notes that creating organisation-wide forums (e.g. leadership academy) can provide opportunities for exposing high potentials (and could be part of the succession planning strategy) to multiple stakeholders within the organisation, including senior executives and board members.

Work groups (advocacy groups or affinity groups) provide the opportunity for individuals from the same backgrounds to discuss problems and best practices. They offer opportunities for people to learn and also to discuss grievances.



In adopting any intervention it is important for organisations to routinely access their diversity goals, how they have progressed to achieving those goals, and what future action needs to be taken.

Interventions – state of knowledge

From the literature, focus groups and discussions with the leadership commissioners, a list of interventions has been compiled from those that have been used across different sectors and for different purposes. These have not been evaluated.

Recruitment and Selection

- Diverse recruitment panels
- Blind CVs (by this we mean there is no identifying information such as name, address and so on the CV)
- Blind application forms
- Affirmative Action
- Provide feedback

Existing employees

Developing talent from within requires a comprehensive talent management strategy and could include any of the following:

- Tailored career management for all staff including career development plans
- Access to mentoring, coaching, sponsors or work experience / work shadowing
- Professional development and training
- Network / affinity groups / diversity committees
- Specific leadership training and development
- Provide feedback if promotion is unsuccessful
- Promotions strategy and make staff aware of the promotions process

These interventions have been used across the private and public sectors. We are unable to judge the effectiveness of these interventions as there is no indication in the literature as to whether these are monitored or evaluated over time.

Pipeline interventions

- Succession planning – where will your next CEO come from and your future board?
- Develop and nurture talent you already have
- Encouraging the next generation to strive to become leaders including graduates, undergraduates, school leavers. Start early – stress leadership starts young and at every stage of life – i.e. in primary schools, student.

Organisational level general initiatives

- Network groups – give employees space to organise own initiatives (but only effective in early days)
- Ensure there is someone accountable for making change happen
- Review recruitment processes – are they fair
- Make internal promotion processes more simple and stream-lined and ensure confidentiality to people are not embarrassed if they fail
- Prepare people for the process of applying for promotion or even jobs – coach them for interviews and help people to cope with the organisational culture



West Midlands
Combined Authority

- Offer internal work experience where employees can shadow leaders
- Help people to handle rejection – always give positive feedback

Interventions by protected characteristic

Gender - Interventions

Affirmative action policies such as quotas aimed at supporting women's careers and reducing gender imbalance in the workplace can be resisted by women for a variety of reasons (for reviews, see Barreto and Ellemers, 2015; Ellemers and Barreto, 2009).

For instance, affirmative action may harm its beneficiaries (for reviews, see Crosby, Sabattini, and Aizawa, 2013; Leslie, Mayer, and Kravitz, 2014) by promoting the stereotype that those who benefit from these policies are not sufficiently qualified (Heilman & Alcott, 2001; Heilman, Simon and Reppe, 1987), or they could not succeed on their own (Sowell, 2004). Faniko et al. (2017, p. 639) state that women may oppose affirmative action because it may help them to promote the notion their group is not suffering from unequal treatment and their current status is valid and fair (Jost and Banaji, 1994). This may prevent them from taking action, and makes them devalue those who do (Garcia et al., 2010).

Giscombe and Mattis (2002, p. 113) suggest there are a number of interventions to increase the number of women in senior positions (and increase the number of women of colour) including:

- Succession planning – can be both informal and formal with systematic processes. Succession planning will focus on the top end of the organisation
- High potential identification – select individuals for advancement opportunities
- Network groups – also known as affinity groups they provide social support, professional development and access to role models of the same protected characteristic
- Mentoring – these can be external or internal mentoring programs
- Individual development planning or career pathing which is about producing and reviewing development plans
- Career development programmes which relate to succession planning and high potential identification.
- Diversity education and training as standard

Other initiatives include creating and tracking trends in the promotion and retention of women vs. men identified as members of the future leadership pipeline as well as Identifying the positions that have historically produced senior leaders and monitoring the proportion of women considered in filling those positions (Beeson and Valerio, 2012).

Beeson and Valerio (2012) also highlight the importance of mentorship and sharing experience to women in the future leaders pipeline. They suggest that high achieving women should share their career stories - the good, the bad and the career development strategies they used. This should be endorsed by organisations through developing women's networks, individual development plans, identify and reward powerful male 'champions' who are skilled at developing women leaders.

Suggested course of action modified from Beeson and Valerio (2012, pp. 423-424):

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- Feedback - seek feedback from those who count, i.e. feedback on the 'unwritten rules' of organisations executive criteria, on executive presence, receive feedback gracefully;
- Actively manage career – sharpen presentation skills, identify assignments which historically produce senior leaders, line management positions, is the individuals current position able to provide opportunity to demonstrate skills, seek high profile projects,
- Networks – these should be within and beyond the firm. This provides opportunities to be informed about career advancement within and beyond the firm.
- Seek a coach or mentor - this should not be seen as a sign of weakness it should be seen as a way to strengthen one's game to progress to the next level.
- Reflect – on leadership capabilities required, experiences, feedback received, career options and short and long term career plans.

Case study 13.2: examples taken from Stewart (2016, pp. 64-65)

The Royal Bank of Scotland (RBS) Group is an example of an organisation that is proactively developing the talent pipeline for its women and BAME employees. As part of their work to make RBS the number one bank for customer service, trust and advocacy, they are making sure that they develop, retain and attract the best of their talent. They acknowledge that diverse management teams make better business decisions and have established a number of employee led networks to represent the diverse groups within the organisation (Stewart, 2016, p. 64).

Focused Women's Network

The Focused Women's Network was launched by RBS in March 2007 to support RBS in actively attracting, retaining and developing talented female members of staff. The network supports the development and career advancement of all RBS employees by giving them further opportunities to network internally and externally, to get involved in activities that will enable them to excel and challenge themselves, and to gain access to additional personal development. The mission of the network is to:

- provide employees with numerous opportunities for personal development;
- develop a diverse workforce, resulting in a more successful and sustainable business;
- to be a voice of change and influence the culture at RBS;
- enhance RBS' reputation as an employer with strong representation of female role models, where female talent is developed and retained; pg 64
- increase collaboration amongst colleagues and create new business opportunities through networking;
- influence the behaviour of leaders; and
- give back to the local community and contribute to RBS' corporate social responsibility principles.

The Focused Women's Network is recognised across the UK as a leading network and is frequently called upon by other organisations for speaking engagements.

Starting in London in 2007, the network now spans across the globe. In 2014 they delivered personal development workshops, programmes and online training, a wide range of networking events as well as inviting inspirational speakers to speak to its members (RBS Focused Women, 2014).

RBS introduced unconscious bias training to all employees in 2014 and introduced gender targets to get more women in senior leadership roles. For the eighth consecutive year, they have been recognised as a Times Top 50 employer for women (Royal Bank of Scotland, 2014) (Stewart, 2016, pp. 64-65).



BME Interventions: Developing the leadership pipeline

Recruitment and selection, Bhandal (2015) found that blind recruitment, where organisations select candidates based on CV's with no personal details can reduce bias against BMEs. Blind interviews can also be conducted. It is worth noting this approach is not suitable for gender bias.

Diversity training - unconscious bias training was given to 8,500 global leaders at Barclays which promoted a greater awareness of inclusive leadership and of reducing unintended bias in all aspects of talent management and assessment (Barclays PLC, 2014). This approach can raise awareness of bias and make individuals aware that their actions could be misconstrued. It is also beneficial to incorporate cultural differences training (Stewart, 2016).

Sponsorship - Sponsorship involves an influential senior person using their influence with senior executives and becoming an advocate for an aspiring high-performing employee (Ibarra, Carter and Sylva, 2010).

As Stewart (2016, p. 63) points out sponsorship goes beyond mentoring in that the sponsor is able to open doors and is more likely to be aware of opportunities for the employee, opportunities that the employee may not have otherwise been privy to. As such a sponsor can promote the case for an aspiring leader and open career doors through providing access to contacts and networks to advise on career progression. A sponsor needs to be someone who is not only in a senior position but also an influential individual within the organisation.

Stewart (2016) also identifies a number of other interventions to increase the ethnicity of the leadership pipeline which are also used in the case of increasing gender diversity – these include: mentoring, leadership training and development (coaching - coaching can assist individuals to identify areas requiring improvements and help in creating clear career development plan that sets out what they need to do in order to achieve senior positions), creating opportunities through work shadowing or smaller project management tasks, employee networks, flexible working, help individuals help themselves through the provision of development opportunities,

Monitoring and evaluating BAME employee participation in training and development opportunities as well as fast track programmes to achieve success can assist organisations in improving their development of future leaders (Race at Work, 2015).

Case study examples taken from Stewart (2016, pp. 64-65)

The Royal Bank of Scotland (RBS) Group is an example of an organisation that is proactively developing the talent pipeline for its women and BAME employees. As part of their work to make RBS the number one bank for customer service, trust and advocacy, they are making sure that they develop, retain and attract the best of their talent. They acknowledge that diverse management teams make better business decisions and have established a number of employee led networks to represent the diverse groups within the organisation (Stewart, 2016, p. 64).

The Multi-Cultural Network

A more recent addition to the RBS employee led networks is the Multi-Cultural Network. Formed in 2013, the Multi-Cultural Network's aim is to support the variety of cultures within RBS (as well as in their communities). By proactively supporting the recruitment, development and retention of skilled employees from all backgrounds, RBS supports the diversity amongst their employees through facilitated events and initiatives. The network harnesses the diversity evident amongst RBS employees; working together, celebrating differences. In 2014 RBS was benchmarked as a Top 10 private sector organisation for race (Business in the Community, 2014) (Stewart, 2016, p. 65).



Disability interventions: addressing the pipeline

In developing the leadership pipeline for disabled workers there is a need for organisations to have a willingness and ability to enhance their understanding about disability and the implementation of effective administrative procedures. We acknowledge that organisations cannot have a deep understanding of every disability but a willingness to learn and engage with the individual are key in overcoming the barriers disabled professionals face in sustaining and advancing their careers (Wilson-Kovacs et al., 2008).

Henry et al. (2014) identify a number of ways in which organisations can promote changes in the diversity of their workforce. This can include but is not limited to providing peer networks, employee resource groups (ERGs), or affinity groups representing any area of diversity e.g. disability. These networks/groups are often company sponsored and provide opportunities for employees to share experiences. According to Henry et al. (2014, p. 246) ERGs are more strategic raising awareness of diversity, promoting talent, and leveraging diversity for innovation and marketability for the company. Leading companies recognise the value of the unique perspectives offered by various groups and utilise ERGs as a way to promote their missions, goals and business plans.

Other initiatives include disability employment service providers working with organisations to create work exposure experiences such as company tours, informational interviews, job shadowing, internships and training opportunities, this way each partner can work together to identify suitable candidates and provide permanent employment for trainees (Henry et al., 2014).

We do provide evidence to caution the recommendation of instilling quotas or enhanced affirmative action procedures. Wilson-Kovacs et al. (2008) research suggests that while disabled professionals can attain top ranking positions, this is often viewed by peers and subordinates as a result of diversity quotas, rather than an acknowledgement of their true abilities. This further enhances the negative associations and discrimination against disabled individuals and can also be evident in lower levels of professional hierarchies (Hyde, 1998), who believe they are judged on the basis of disability rather than their expertise (Levinson and Parritt, 2005). This then reinforces perceptions in the organisation, whereby disabled individuals feel that they are not challenged or given difficult work tasks because they feel their skills are not valued (Wilson-Kovacs et al., 2008). Thus, policy interventions are unlikely to have the desired impact on the participation of disabled professionals in the workforce (Prime Minister's Strategy Unit, 2005). Furthermore, Wilson-Kovacs et al. (2008: 706) point out that tokenism in the workplace increases visibility and fosters isolation while at the same time restricting token employees' access to information and established networks of support. This appears to hold true for the career development of disabled professionals, who often lack role models, information about promotions and critical feedback (Braddock and Bechelder, 1994; Levinson and Parritt, 2005).

Chapter 14: Recommendations

We would like to note that we do not suggest a blanket intervention approach as each organisation will be different, have different needs and need to address different levels of under-representation. These recommendations are intended to provide a starting point from which organisations can think about how they can then turn our recommendations into action.

The fundamental change needed is for those in power to understand that diversity is an advantage and it's up to them to change the culture of their organisation to make it more diverse. Diversity will lead to innovation.

Based on the findings we recommend that firstly, organisation need to evaluate their current workforce diversity, and then identify areas for improvement. Before introducing any interventions they need to ensure they have transparent systems and procedures for recruitment, selection and promotion. To increase diversity in senior leadership positions and the leadership pipeline we suggest the following:

Theme One: Inclusive leadership to drive inclusive growth

Recommendation 1a: The WMCA must lead by example and will act on an ambitious plan to bring more diverse leaders into its own organisation, networks and governance, drawing on lessons from this research. It will commit to:

- track and report publicly on progress on this action plan by publishing an annual review;
- taking responsibility for updating the information on leadership diversity across the WMCA area, including seeking to fill data gaps;
- evaluating the impact of this Leadership Commission after 12 months; and
- holding a repeat West Midlands Leadership Commission enquiry every 5 years.

Recommendation 1b: Embed Leadership Commission outcomes within the strategic goals of the WMCA, measuring the inclusiveness of the area's growth on an ongoing basis through our Inclusive Growth Unit.

Recommendation 1c: Transport is a major enabler of access to employment especially for people with disabilities, and the lack of this can limit skills, training, job and leadership opportunities, which will affect the long-term leadership pipeline. The WMCA, TfWM and partners will propose interventions to address the barriers.

Recommendation 1d: The WMCA will work with its regional partners and national experts to explore what leadership skills our future economy will require, and how we can bring best practice to bear in the region.

Recommendation 1e: Major events in the region including the Commonwealth Games and City of Culture provide a platform to showcase this vision of inclusive leadership and to act as a catalyst for practical progress. The WMCA will work with partners to ensure that



promoting diversity and inclusive leadership are embedded in the ethos and delivery of these and other major events.

Theme Two: Working in partnership with business to develop inclusive leadership

Recommendation 2a: The West Midlands Leadership Commission is calling for a generational change in the diversity of leadership within the region. Success will depend on ownership right at the top of organisations, aligning inclusive leadership to the core values and goals of future business. Without this ownership at the top and throughout an organisation, it will be far harder to break down the barriers faced by those from underrepresented groups seeking leadership positions. The Mayor wishes to convene an 'Inclusive Leaders' Club' for leaders of organisations to meet, commit to action and share successes and difficulties.

Recommendation 2b: Evidence suggests that many organisations in particular sectors struggle to diversify their leadership and workforce. The WMCA will work with those struggling the most and encourage the development of capabilities in other organisations to do the same.

Recommendation 2c: To celebrate the best and encourage progress across the board, future inclusive leadership targets should be transparent. The WMCA will work with organisations to work out how a more inclusive leadership can be achieved, and help organisations set realistic targets.

Recommendation 2d: We don't accept that diverse role models are too difficult to find. The WMCA will create a live list of female, BAME, disabled and LGBT panellists and speakers so that event organisers in business and across the sectors can more easily access a more inclusive list of speakers. Success will be celebrated with a showcase publication and event, developed in partnership with the region's major media outlets.

Recommendation 2e: Mentoring is a powerful tool for building bridges into leadership. We recommend an expansion of the Mayor's Mentors scheme, including encouraging today's CEOs and whole boards to sign up and help young people connect with today's leaders within the region.

Recommendation 2f: We recommend the championing of other support mechanisms including 'affinity groups' within organisations and work shadowing.

Recommendation 2g: The WMCA will play a leading role embedding diversity within its investment and delivery portfolio and its inward investment strategy, incentivising it within its supply chain through its social value policy, it should also expect its partners to commit to inclusive leadership and measure the impact of these policies over a ten year period.

Theme Three: A step change in recruitment and human resource development

Recommendation 3a: There is a need for effective HR practice that continually works on the barriers to progression for groups under-represented in leadership. The WMCA will work with employers to share the evidence of effective practice, and to strengthen networks which can bring under-represented groups into leadership roles.



Recommendation 3b: There is a need to fill the gap between often good recruitment policy, and everyday practice that has yet to catch up. Pro-diversity recruitment and promotion will be encouraged by the WMCA. The WMCA will host a roundtable of HR manager in the region to explore ways in which we can create a fairer regional system.

Recommendation 3c: The bar must be raised on HR and recruitment policy. Where there is evidence that interventions have made a difference, as with blind recruitment and the NHS practice in the region of ensuring representative interview panels, it should be disseminated to allow these initiatives to be adapted by other sectors.

Recommendation 3d: Potential leadership candidates in the focus groups often spoke about the lack of useful advice on progression. This generates scepticism about whether commitments to inclusive leadership are genuine. If they are to convince potential candidates that they do have a fair chance to take up leadership roles, employers need to address this perception, and to change practices where necessary.

Theme Four: Combatting the evaluation and learning deficit

Recommendation 4a: The lack of robust evaluation of leadership interventions means we don't always know what works. We recommend collaboration with our Universities, funding and research partners to establish an Inclusive Leadership Institute including research centres such as the Centre for Women's Enterprise and Leadership at the University of Birmingham. The Institute will evaluate the impact of leadership initiatives and facilitates networks to co-design effective future interventions.

Recommendation 4b: The evidence highlights the value and power of peer-to-peer learning networks, where leaders from different organisations can learn from each other. We recommend that the WMCA works with its partners to design peer-to-peer mentoring initiatives to strengthen these networks, building initially on the University of Birmingham's 21st Century leadership breakfast sessions.

Recommendation 4c: We recommend sharing with the national government the Commission's analysis of the key gaps in how national and regional data on key dimensions is currently recorded and gathered. Addressing these gaps would enable more robust strategies in our region. This would also be a platform for mutual learning across regions on how to encourage inclusive leadership.

Recommendation 4d: Our commission highlighted clear areas where a lack of research into particular cohorts undermines our ability to develop good leadership interventions. We recommend working with regional universities to facilitate further research into the least studied groups.

Theme Five: A route map for the next generation

Recommendation 5a: It is critical that more is done to raise levels of aspiration for young people in our marginalised communities. We recommend the creation of a Youth Combined Authority, working in partnership with relevant youth organisations, to bring young people from all parts of our region together to build future political leadership capability and help us



see the world through their eyes. We will promote the LGA's Be a Councillor campaign and work with councils to deliver information events for people who wouldn't normally see themselves becoming an elected representative.

Recommendation 5b: We also recommend that the WMCA and its partners work more closely with schools to encourage young people from underrepresented groups to aspire to leadership positions. The WMCA supports Professional Services Week in Birmingham and wishes to work with partners to broaden the scope of that week, encouraging young people from all across the region to access the many and growing opportunities in the region.

Recommendation 5c: Our deliberative research told us that fragmented access to information hinders potential. We therefore recommend the creation of an opportunities portal which puts leadership opportunities in the region into a single, accessible platform.

Recommendation 5d: The WMCA will work with West Midlands universities to create a leadership programme for young and emerging leaders from the faith communities, the Young Changemakers Academy, with a summit event to kick off this work.

Next steps

Following the publication of this report, the West Midlands Leadership Commission will mobilise commitments from a range of organisations from the public, private and social sectors to play leading roles in taking the Commission's ideas forward. It will stress that increasing leadership diversity and inclusivity is not just a challenge for the WMCA, but also a particular challenge for Local Economic Partnerships and individual local authorities.

The WMCA is interested in hearing from you on current/future initiatives that fit in with the recommendations outlined above.

Mobilising commitments will start with a phased launch of the research outcomes that will involve the publication of key research findings, sector specific recommendations and support mechanisms. Discussions will take place with the WMCA on the future role of members of the Leadership Commission and the universities supporting its work. The Commission will also work closely with the WMCA's Inclusive Growth Unit to develop its forward agenda.

Key Point: There needs to be an individual at senior management level who takes responsibility for implementation and evaluation procedures and makes any necessary changes to the current systems and procedures in the organisation (including cultural change).

The WMCA has to lead by example. So we will do as much as possible to bring more diverse leaders into our own organisation, networks and governance. We will commit to track and report publicly on our progress. Alongside this we will commit to evaluating the impact of this commission after 12 months, and to holding a repeat West Midlands Leadership Commission every 5 years.

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Appendix 1: Interventions in the NHS

There have been extensive attempts to increase diversity in the NHS, some of which have been evaluated. In this section we describe or list some of these initiatives.

- **NHS networks** - different network groups in the NHS provide social support, professional development and access to mentors and role models of the same race/ethnicity or gender (Kalra, Abel & Esmail 2009; Esmail, Kalra & Abel, 2005).
- **Mentoring** – aimed at development of leaders, advancement of Black and minority ethnic staff, and reduced turnover (Alleman & Clarke, 2000; Kilian, Hukai & McCarty, 2005).
- **Pipeline** - the Breakthrough Leadership programme targeted specifically at BME staff (see below for other examples)
- **Monitoring** – the NHS has made monitoring of protected characteristics mandatory (see below)

NHS leadership pipeline programmes

Ready Now is the innovative and inspirational positive action programme from the NHS Leadership Academy.

The year-long programme takes senior leaders from a BAME (black, Asian and minority ethnic) background on a transformational learning journey, helping them to realise their potential and take that next step up to a more senior role, to the boardroom and beyond. The programme is not just about the development of individuals; it is an initiative designed to influence the development of more inclusive cultures in the NHS as a whole. Source: www.leadershipacademy.nhs.uk

The NHS offers other development programmes including:

- The Edward Jenner programme
- The Mary Seacole programme
- The Elizabeth Garrett Anderson programme
- The Nye Bevan programme
- Aspiring Chief Executive programme
- Newly-appointed chief executive programme
- The Director programme
- The Stepping Up programme for aspiring BAME leaders
- The Ready Now programme for senior BAME leaders
- The Ethical Mentoring programme
- Return to Work Mentoring
- NHS Graduate Management Training Scheme
- HOPE European exchange programme
- Health and Care Leaders Scheme
- The Clinical Executive Fast Track Scheme

Source: www.nhs.uk/leadership

Resources available to staff in the NHS include:

- Healthcare Leadership Model
- Board development
- Inclusion, equality and diversity
- Explaining levels of wellbeing in BME populations in England
- Coaching and Mentoring
- Talent Management Hub
- Organisational Development

Source: www.leadershipacademy.nhs.uk



WRES contractual requirements (WRES. 2015; 2017; McGregor-Smith Review, 2017):

- Publish the proportion of Trust Board members from BME backgrounds compared to the proportion of the workforce from such backgrounds;
 - Publish the relative likelihood of BME staff being appointed once shortlisted compared to the likelihood of White staff being appointed once shortlisted;
 - Collect, analyse and publish the relative likelihood of BME staff accessing non-mandatory training, including that which is designed to improve their career opportunities.
 - The purpose of collecting, analysing and publishing this data is so that NHS providers meet the new contractual requirement to close the gap between the experience and treatment of BME NHS staff and White NHS staff.
- This applies to all grade including senior positions and is aimed at addressing discrimination towards BME staff.

Current initiatives in the West Midlands

We contacted 19 NHS trusts via email, enquiring if they have introduced any activities or initiatives to improve the diversity profile in their leadership. ⁸ Eight of them (42.1%) have responded to the enquiry.

- Three respondents (37.5%), have introduced programmes and initiatives to make their leadership more diversified: Worcestershire Health and Care NHS Trust, South Warwickshire NHS Foundation Trust and Sandwell and West Birmingham Hospitals NHS Trust.
- Worcestershire Health and Care NHS Trust have taken a range of activities to improve the diversity profile of leaderships, which include identifying and supporting BME learners to access the Stepping Up and Ready Now programme
- South Warwickshire NHS Foundation Trust joins in a partnership with the national NHS Leadership Academy and sets up the Mary Seacole Local Programme. The trust sets up a local version of the NHS Leadership Academy Stepping Up Programme aimed at addressing the social, organisational and psychological barriers restricting BEM colleagues from progressing within the NHS.
- Sandwell and West Birmingham Hospitals NHS Trust has established a BME network, LGBT network and a network for individuals with a disability or long-term condition to develop a more inclusive organisational culture. In addition, they have a range of programmes to increase the diversity profile of leadership, which includes the BME Leadership Programme. Every BME applicant will get a guaranteed interview when recruiting above Grade 7.

Paramedic Diversity programme aimed at increasing the representation of BAME paramedics within ambulance trusts. West Midlands Ambulance Service ensure that BAME staff views are recognised, that BAME staff support initiatives and that they are involved in any engagement activities.

Local universities are working on encouraging the supply of BAME learners. Ambassadors are recruited from previous years to ensure new prospective learners are able to discuss the programme with ambassadors.



A Paramedic Pre-Degree Pilot is a national initiative to ensure individuals are able to gain exposure and experience of working in an ambulance trust before embarking on a training programme. One of the key aims of this programme is to increase participation from under represented communities.

The Leadership Academy within the West Midlands has a Network of Providers signed up to work around Inclusive Leadership training, the vision is to:

Create an inclusive leadership culture through increasing capability and capacity to understand values, unconscious bias, coaching and improvement techniques and how to maximise the potential of people through a sustainable model

Leadership.wm@hee.nhs.uk

0121 695 2368

<http://www.hee.nhs.uk/hee-your-area/west-midlands>

E-learning and wider resources are here:

<http://leadershipnhs.uk/>

Building Leadership for Inclusion (BLFI) - a new programme of work, led by the NHS Leadership Academy working from the premise that the traditional approaches to improving diversity and inclusion have simply not worked.

BLFI is built on the founding principle that the voices of employees who are most negatively affected by discrimination and exclusion must be heard, acknowledged and acted upon. BLFI will initially focus upon the leadership and learning from four employee groups: BME, LGBT+, those living with a disability and women

Regional AHEAD Groups are being developed to advance HEE's Equality and Diversity Agenda – AHEAD Midlands and East will cover the West Midlands. AHEAD will provide an advisory role to help ensure that HEE better supports and considers equality, diversity and inclusion as an employer, as a developer and deliverer of policy and programmes, and as a system leader in education and training. Regional AHEAD Groups will ensure HEE achieve both its compliance and its ambitions to be an exemplar in relation to equality and diversity legislation, anti-discrimination, inclusive practice, the Stonewall Workplace Equality Index and NHS initiatives – Workforce Race Equality Standard (WRES), Workforce Disability Equality Standard (WDES) and the goals set out in the Equality Delivery System (EDS2). Membership includes staff, Patient Advisory Forum and external participants as needed.

The Talent Management Board – West Midlands – focus upon introducing good talent management systems to support diverse existing staff to access leadership positions. Developing People: Improving Care (DP:IC) was published in 2016 and sets out action to ensure all NHS funded staff deliver continuous improvement in local health and care systems and gain pride and joy from their work through inclusive and compassionate leadership. Outcomes will be monitored across the NHS and at regional and local level and should shed light on how to develop effective talent management systems