LEADING DIVERSE TEAMS

Contents

Introduction

The Liberal Democrats believe in a modern Britain of genuine openness and equality, without exception. We champion a society where everyone is treated with dignity and respect irrespective of their background, ethnicity, gender, sexual orientation, disability, gender identity or any other part of their identity.

Our commitment to equality, equity, diversity and inclusion (EEDI) is at the very core of what we believe; our constitution demonstrates clearly our values and forms the basis of our existence as a Party.

We also need to understand how our society has changed and external influences, such as Brexit or Black Lives Matter, have made these values a priority for the Liberal Democrats.

Who is this toolkit for?

This toolkit is for leaders and managers and it will support them to create positive work environments for their teams, and to develop an inclusive style of management.

What does it cover?

The toolkit will give guidance on the theory behind EEDI. We will look at what it takes to be an inclusive leader as well as give you tools to identify your style of management. The guidance in this toolkit supports the Liberal Democrat policy and procedures in equality, equity, diversity and inclusion.

One in four British employees report being **bullied at work.**

Source: SME Loans, 2019

EQUALITY vs EQUITY

Understanding equality, equity, diversity and inclusion

Could you describe the meaning diversity, equality and inclusion to a friend/colleague?

The definitions have evolved since the introduction of legislation that promoted equal opportunities in the early 1970s.

Equality is about treating people fairly and respectfully, ensuring that policies, procedures and practices do not discriminate and are put in place to encourage fair treatment and equal access to services. Diversity takes this further; it is about recognising and valuing individual differences and celebrating differences alongside multi-culturalism. Inclusion focuses on taking purposeful and positive action to ensure that everyone in society is included, particularly in planning and decision-making.

Equity refers to a state where everyone – regardless of their ethnic background, country of origin, age, disability, gender or any protected characteristic – has a level playing field.

When diversity, inclusion, equality and equity go together, your workforce is empowered to bring their best to work.

EQUALITY
Treating people fairly with respect

DIVERSITY
Valuing people's differences

INCLUSION
Taking positive action to include people in all sections of society when planning and making decisions

Inclusive organisations

When organisations take inclusion seriously there is a positive impact; more creative thinking, greater goal achievement and realising organisational values.

Inclusive organisations embrace difference and reap long-term benefits from encouraging diversity.

Multi-cultural teams have within them a wealth of experience and knowledge that can generate fresh approaches to challenging issues. They are highly effective and will perform far better than teams of people that think and look the same.

Inclusive organisations think beyond compliance, and are keen to introduce practices that attract the best talent. They rely on their leaders and managers to become inclusive in their own right, enabling them to embed the values of equality, equity, diversity and inclusion (EEDI) fully.

The Dignity in the Workplace approach

A fundamental part of being an inclusive organisation and valuing EEDI is the environment individuals are expected to perform and work in.

'Dignity at Work' is an approach used to promote the ethos of a positive working environment, by addressing issues such as organisational culture and climate, working relationships, and embracing difference.

It encompasses both the values and practices of equality and diversity, upholds human rights and focuses on the promotion of inclusion through ethical and responsible behaviours.

This approach requires organisations to adopt good equality practices whilst mainstreaming diversity strategies that are inclusive and flexible.

The psychological contract that exists between an employee and its organisation depends very much on the extent to which dignity at work is valued. If negative, unethical and discriminatory behaviours dominate then employees will feel unsafe and their wellbeing will suffer. Harassment and bullying become the norm in organisational cultures that do not respect human rights.

Respecting everyone's dignity and their human rights will create a strong sense of psychological safety, enabling people to feel they belong in the workplace whatever their differences.

There is a compelling moral case for diversity and inclusion in the workplace and beyond; ensuring everyone is treated equally, with dignity, and that they have their fair share of resources.
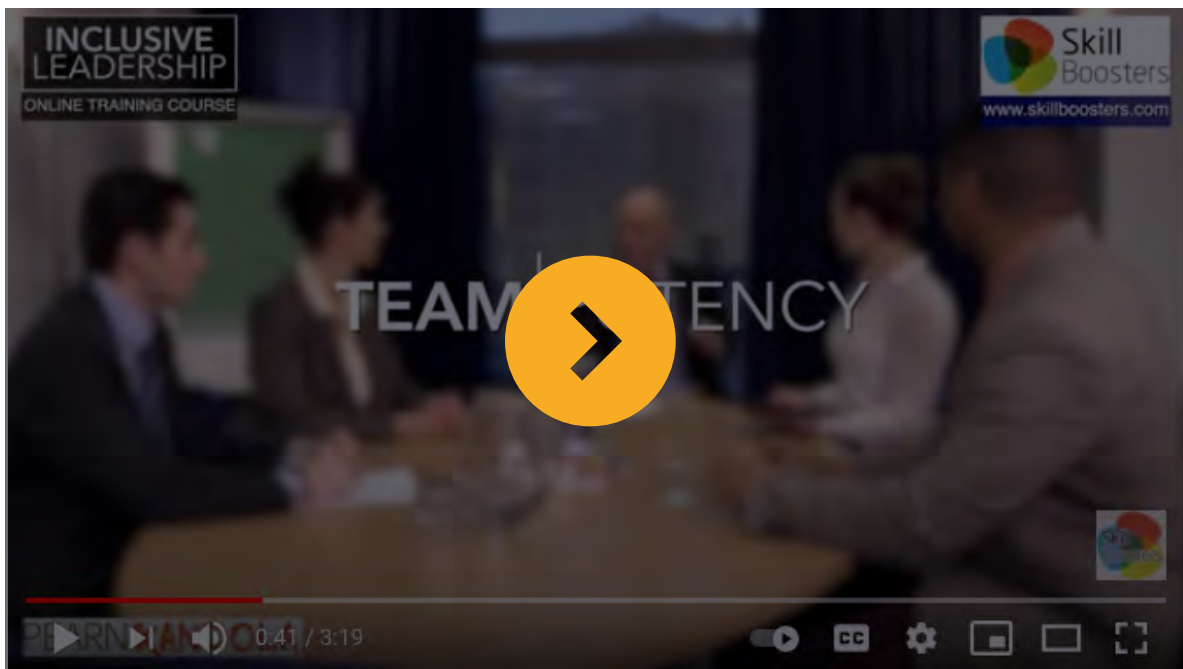
What makes an inclusive culture?
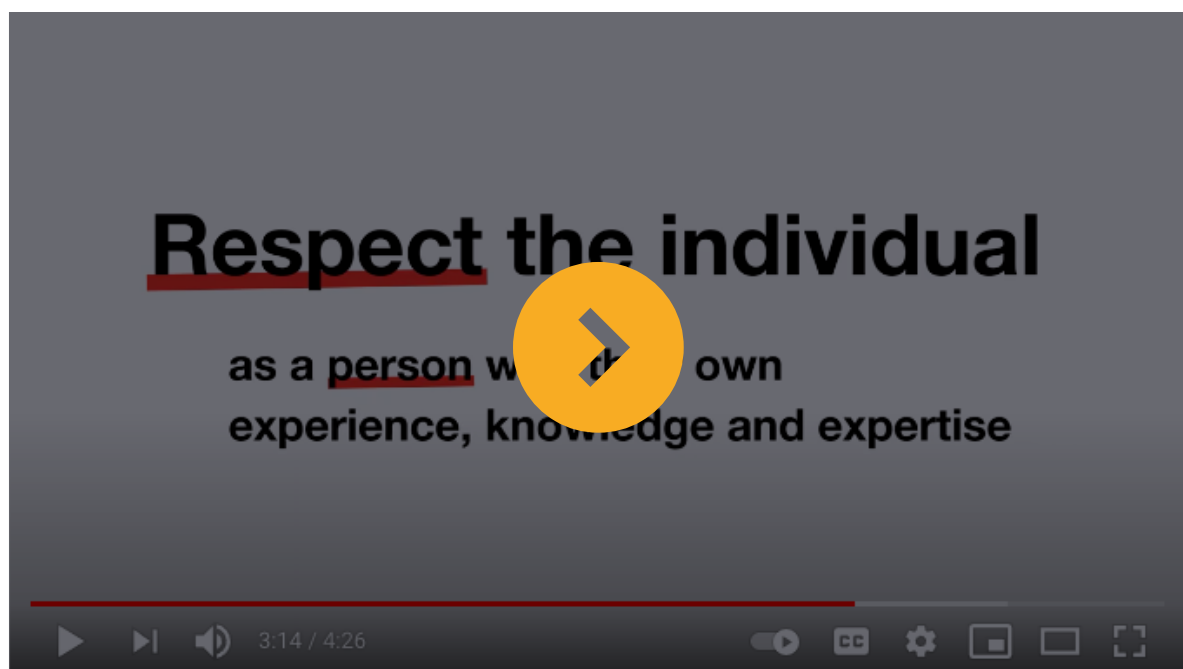
The importance of wellbeing, dignity and respect

Inclusive leadership

What do we mean by the phrase 'inclusive leaders'? Common definitions refer to individuals who have great integrity, believe in fairness and inclusion and are aware of their own biases and preferences.

What we must remember is that inclusive leadership is not new; it is the product of excellent leadership practices that are essential for organisational success.

Some of the core elements of traditional leadership are still relevant. They are:

- motivating and inspiring others;
- setting and giving direction; and
- influencing and leading change.

However, inclusive leadership takes traditional leadership to the next level. It involves progressive managers and leaders creating climates that give everyone a sense of belonging, allow everyone to be included and have their voices heard. Inclusive leaders are self-aware – they examine the impact that their own behaviour might have on others – and become role models for promoting EEDI at all levels in an organisation.

What does it take to be an inclusive leader?

Becoming an inclusive leader means adopting practices that concentrate on embedding EEDI, and constantly spreading the benefits of inclusion to everyone in the organisation.

TREATING INDIVIDUALS AND THE TEAM FAIRLY

Based on their unique characteristics rather than on stereotypes

USING A PERSONALISED APPROACH

Understanding and valuing the uniqueness of people from diverse backgrounds as individuals and as members of the diverse group

CAPITALISING ON THE THINKING OF DIVERSE GROUPS

for smarter ideas and decision-making that reduces the risk of being caught out unexpectedly

Inclusive leadership means having the courage to take conscious steps to break down barriers for people at risk of being excluded from society. Inclusive leaders embody a leadership approach that appreciates diversity, invites and welcomes everyone's individual contribution, and encourages full engagement with the processes of decision-making and shaping reality. The aim of inclusive leadership is to create, change and innovate whilst balancing everybody's needs.

Source: Inclusive Leadership: Theoretical Framework. Activating Leadership Potential – EU (2016)

Being inclusive involves:

- being aware of biases and how to overcome them.
- building a diverse team and recognising the benefits of people's contributions.
- introducing diversity into your team through inclusive recruitment, promotion and secondment.
- challenging behaviours that do not support EEDI.
- being adaptable and flexible to gain the best skills and get the best from your team.
- knowing what drives and motivates each of your team members.
- being a sponsor/mentor for people from under-represented groups.
- seeking feedback on your own leadership style.
- being supportive of colleagues who want to achieve career aims but have to balance other commitments.
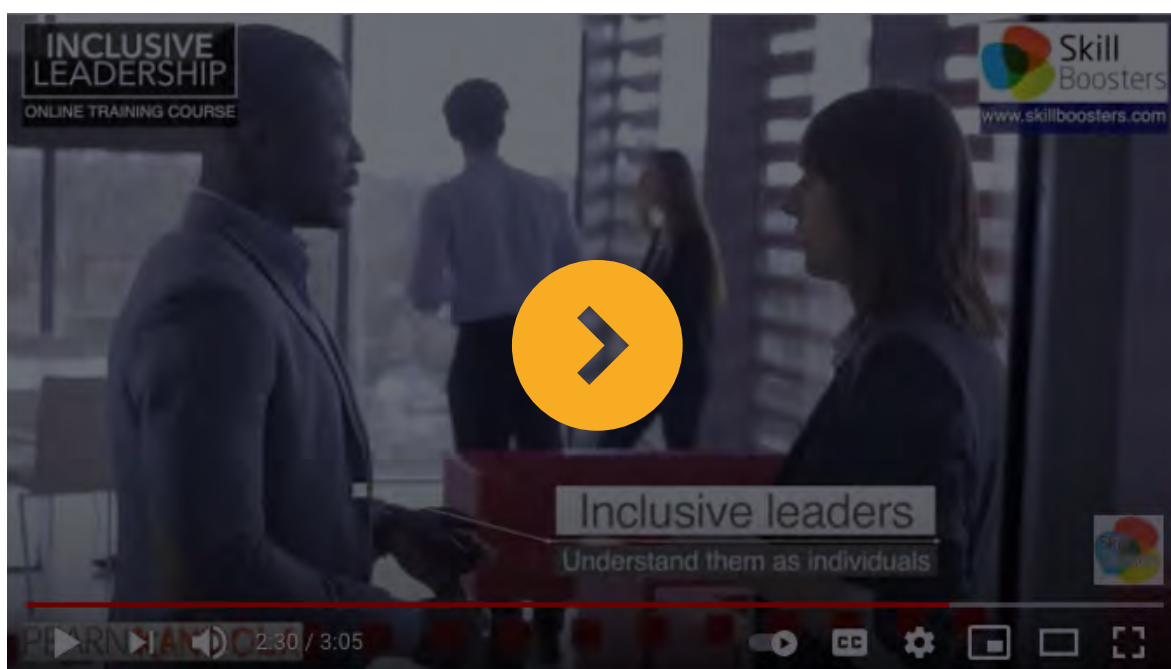
How inclusive leaders build relationships and teams

Are you an inclusive leader?

Inclusive leadership requires a balance between appreciating and managing differences within a diverse team of people, and coordinating their activities in order to achieve the team's overall goals, while being confident in your ability to do so.

Do you have what it takes to be an inclusive leader? Try this rapid test and tick whether you agree or disagree with each of the statements below:

	AGREE	DISAGREE	SCORE*
a) Diversity and inclusion are topics that we are open about and view as positive in our organisation			
b) I find it difficult to talk to team members about conflicts they experience that might be prejudicial or discriminatory			
c) I feel it's important to understand my team members' personal differences to be able to manage them effectively			
d) I consider myself someone who will adopt upstander ('speaking up') behaviour when necessary			
e) I don't feel I have enough experience to understand or lead conversations about issues such as racism and homophobia, biphobia, transphobia, disablist			
f) I enjoy talking to team members about their lives outside of the working environment			
g) I am able to separate my personal biases or negative experiences from my work so that they do not affect how I manage my team/ organisation			
h) I'm not sure how to communicate effectively with diverse team members; I prefer to use email or text to get urgent messages across			
i) I am confident enough to encourage team members to challenge unacceptable behaviour when they see it			
j) I wait for team members to come to me if they have a problem			
		TOTAL	

*Scoring grid

	AGREE	DISAGREE
a)	2	1
b)	1	2
c)	2	1
d)	2	1

	AGREE	DISAGREE
e)	1	2
f)	2	1
g)	2	1
h)	1	2

	AGREE	DISAGREE
i)	2	1
j)	1	2

SCORE 16-20

It looks as though you are able to lead diverse teams and have an appreciation of what it takes to be inclusive. You are able to challenge behaviours that are inappropriate while respecting the feelings of team members. The score indicates that you have an open, empathetic and motivating style and are a good role model for others. However you may need to be sensitive to those who struggle with EEDI issues and set the tone to encourage all team members to be inclusive.

SCORE 11-15

You are aware of the importance of being inclusive and will take the most appropriate actions to maintain a positive working environment. However, you may need to demonstrate more confidence when dealing with difference, concentrating on creating opportunities to learn about protected characteristics and to become more resilient when challenging unacceptable behaviour.

SCORE 0-10

Your responses to the questions indicate that you need to do more to foster good working relationships within your team, examining whether your personal impact is having little or no positive effect on the climate you and your team members work in. It might be useful to develop a programme of learning with your line manager that will assist in raising your awareness of equality, equity, diversity and inclusion, and the steps you need to take to improve your approach to encouraging inclusion.

Source: Adapted from work based on Harassment, Bullying and Violence: A practical guide to combating Employee Abuse. Angela Ishmael. Spiro Press.

A case study from Microsoft:
Inclusive leadership good practice[1]

1. Include and seek input from people across a wide variety of backgrounds

At Microsoft, we design products and services for all human experiences and needs so we need to hear from a wide variety of people. You may too. Or perhaps you want to improve customer relationships. Cognitively diverse teams solve problems 60% faster. So, whatever work you do, having a diverse input will give you a better, more well-rounded result, at a much faster rate.

You will cater to a broader set of customers if you build your product or service with diverse input. Not only will this increase profitability, but it will also boost innovation. Your employees will be empowered and excited to be part of a positive, supportive environment.

TIP: *Take advantage of employee resource groups when starting a new project and include them from the early stages.*

2. Listen carefully to the person speaking until they feel understood

Listening is an active process you undertake to make sure you understand what the speaker is saying. It's also important to respond appropriately to what they're saying.

Remain impartial as you listen. Remember that a natural part of speaking includes pauses, so leave any questions, clarifications, or comments until the speaker has finished. Use verbal and non-verbal cues to show you're actively listening.

Don't forget to leverage technology. Both Skype and PowerPoint now feature live captions and subtitles. This will make it easier for those who are hard of hearing, in a noisy office, or speak another language to actively listen or be heard.

TIP: *Active listening is a skill that can be learnt. Remember:*

- *Pay attention*
- *Show that you're listening*
- *Provide verbal and non-verbal feedback*
- *Remain impartial*
- *Respond appropriately.*

3. Make a habit of asking questions

Questions are key to learning. That's how detectives solve cases and how inventors invent. It also opens the floor for discussion and innovation. Don't ask questions you already know the answer to. Ask questions to broaden your mind and deepen your understanding. This will help you gain knowledge and learn from new experiences.

TIP: *Start with open-ended questions before delving deeper to gain a better understanding.*

---

[1] Sarah Tierney, Digital Storyteller, Microsoft UK, https://cloudblogs.microsoft.com/industry-blog/en-gb/cross-industry/2019/05/14/10-inclusive-behaviours/

4. If you have a strong reaction to someone, ask yourself why

The best way to deal with someone who causes a strong reaction in yourself is to turn inward. Pinpoint these triggers and address them. After all, they didn't create those triggers. Doing this will help show you why you have this response so you can anticipate, soften, or alter your reaction.

TIP: *We can't all get along all of the time, but that doesn't mean we can't all work productively together in a professional, supportive environment.*

5. Address misunderstandings and resolve disagreements

Everyone has a different point of view. There's often no right or wrong; people just have different life experiences that create different opinions. Active listening will reduce misunderstandings in the office.

It will also make disagreements easier to resolve in a mature, communicative way.

Try to think of the situation from the other person's – or an outsider's – point of view. Be professional in your response and try to address the issue directly. And once it's resolved, move on.

TIP: *Remember that we're all working towards a common goal and have the same values at heart.*

6. Act to reduce stressful situations

Sometimes stress is unavoidable, but we can change how we react to defuse the situation. Identify what is causing the stress and see if there are ways to reduce the triggers. Is there a practical solution, or is it only a temporary feeling? Even if you can't do anything about it, sometimes just acknowledging the feeling helps.

If you see an employee under stress, offer them support. They could be taking on too much or they might need help on an urgent project. They might need a break, or even just a kind ear to vent to. Supporting your employees with their work-life balance will not only minimise stress, but it will also maximise their ability to contribute to the business.

TIP: *Offer wellbeing resources and create a culture where employees know it's OK to talk about stress*.

7. Understand each person's contribution

A big part of working in a team is understanding everyone's role. No matter how big or small, each employee is a piece of the jigsaw that completes the puzzle. You won't be able to innovate unless you have a great team ethic and a common goal to work towards.

It's important to keep communication lines open. Apps like Microsoft Teams make it easy to collaborate and communicate no matter where employees are located.

TIP: *Know everyone's role and skill set so you can use their talents to get the best out of them.*

8. Examine your assumptions

When we understand how assumptions and bias influence our behaviour, we can act to create an inclusive culture. We compiled a set of learning resources to help our employees at Microsoft understand the impact of bias. These might also help you empower your employees to create a more inclusive environment in your business.

TIP: *Changing assumptions doesn't happen overnight – it requires continuous and proactive attention. Try to spend 10 minutes a week using these tools to stay familiar with them.*

9. Ensure all voices are heard

The more softly spoken, quieter members of our team can contribute just as much as the more extroverted employees. It's important to recognise the different ways employees contribute to the conversation, and make sure their voices are heard. This could involve following up on conversations via email or in Teams, or perhaps having smaller meetings or one-to-ones.

TIP: *Ensure you keep the lines of communication open for employees and assure them you're taking their thoughts and opinions seriously.*

10. Be brave

Something we've learnt from our own journey is that it doesn't end. We're committed to continuous improvement and learning. Key to this is making inclusion a core priority. In fact, it's built in to our employee KPIs – all employees are expected to play an active role in creating inclusive environments.

We know that being diverse and inclusive is better for business. It helps us attract and retain top talent. And, more importantly, it's helping us build a better future for all.

Self-awareness

Self-awareness is an important characteristic of a good manager and leader. It allows us to see things from the perspective of others, practice self-control, and work creatively and collaboratively.

When we work in diverse teams, we may not have considered the lived experience of others, or understand the impact of our own behaviours and actions on our team members.

Micro-behaviours are tiny, often unconscious gestures, facial expressions, postures, words and tones of voice that can influence how included (or not included) the people around us feel.

Some examples of micro-behaviours are:

- constantly ignoring and interrupting
- regularly criticising
- assuming skills
- not giving eye contact
- holding and acting upon stereotypical views.

Some consequences are:

- isolation
- motivation being undermined
- not feeling included
- mental illness
- physical impacts (health condition deteriorating)
- cognitive impacts.

How can I assess my behaviour?

It is important that as managers we assess our own behaviours. Below are ways that you can consider how you can do this.

1. Practice self-regulating

First of all, assess your behaviour. Ask yourself:

- Do I use verbal language that is insensitive? How does it come across? Many everyday expressions hold a nuance of non-acceptance and even prejudice, for example, using words such as 'old' or 'girly' to refer to something in a depreciative manner.
- Am I aware of the effect of my body language? Do I display negative expressions/body language to others?
- Have I let my personal prejudices show through unintentionally (for example, asking a married co-worker if her husband does not mind her doing late shifts, which is a sexist assumption over who decides on her working hours, and also assumes that she is married to a man)?
- Do I express personal views that hurt or discriminate against others?

- Do I reveal my anger or dissatisfaction in ways that offend or frighten others?

Next, assess your feelings. Ask yourself:

- How do I feel about myself as a person at the moment?
- Am I happy or unhappy at work?
- Are things going well for me outside the work environment, for example with my relationships, finances or family?
- Am I suffering from unhealthy stress?
- Am I managing my stress levels properly?
- How is my health? Do I have any illnesses or addictions, for example?
- Do I feel secure and in control, or insecure and out of control, about life generally?

Then, ask yourself:

- How honest have I been with myself when exploring these issues?
- How open, willing and able am I to accept other people's perceptions of me?

Consider if and how you can enhance your behaviours as a manager.

2. Make an effort towards micro-affirmations

Micro-affirmations are small actions that people can take to ensure that other people around them are included. See the video below for more about micro-affirmations.

Using inclusive language can also help to affirm diversity and celebrate difference.

Micro-affirmations – think about what you are thinking about

How to develop an inclusive style of management

Managing difference, although challenging, can bring so many benefits to an organisation and develop your own sense of integrity as a leader.

Finding your own way to become inclusive and build confidence will require you to:

Be a role model
Actively influence others positively

A role model is aware of their potential to influence others and intentionally exercises that influence for the purpose of helping to create a more inclusive workplace. Below are six traits of an effective role model:

- Present a positive attitude, being persistent in the face of adversities.
- Earn and build trust, being as honest and transparent as possible.
- Exhibit integrity and take responsibility for your actions.
- Lead and inspire, working hard but respecting your team members' time.
- Learn about your employees and make time for their concerns.
- Offer support and encouragement by creating a healthy workplace environment.

Be courageous
Deal with conflict and nip things in the bud quickly

As a manager, it is important to:

- set the tone and build a culture in which people can be open about issues regarding inclusion, inappropriate behaviours or bullying and harassment.
- act responsively – get to know your team so you can identify when there may be issues that are affecting their work or when there are issues of concern.
- be proactive – identify and address issues before they escalate.
- always ensure that outcomes from discussions are acted upon in a timely manner.
- always be honest and clear if there are specific grounds for concern. It is important to address these at an early stage but in a confidential and sensitive manner.

Be positive
Make an effort to use micro-affirmations regularly

Practice using micro-affirmations and inclusive language to affirm diversity and celebrate difference (see page 14-15 for more information on micro-affirmations).

Be practical
Plan for diversity in your teams and adopt inclusive recruitment processes

It is essential to think about how you recruit to encourage diversity and be more representative of the communities you serve. The benefits of having inclusive organisations with inclusive recruitment are:

- greater skills and experience, and a broader range of ideas;
- people from different backgrounds working alongside each other; increasing mutual understanding and strengthening communities;
- teams that reflect their audience potentially having a better understanding of a wider range of needs; and
- opportunities to gain respect and trust by reflecting the diversity of the communities they support.

Be resilient
Sit with the uncomfortable in order to learn

Sometimes we need to have uncomfortable conversations to learn and educate ourselves. It is alright to make a mistake but learning from it is the key.

We will not always know how to approach issues that we do not have personal experience of. Understanding the lived experiences of those who have been on the receiving end of discrimination, prejudice and inappropriate behaviour and faced challenges, will help to develop resilience and reinforce the reasons why inclusive leadership is important to you.

Be decisive
Set the right climate with your team

Below are some activities that managers can carry out with their teams to encourage inclusion and a positive work environment:

1. Have a short session to create a Dignity at Work team charter. Think about your commitment, purpose and what activities your team will undertake to achieve dignity and respect in your team/at work.

2. Use conversations and performance reviews to bring commitments into one-to-one meetings. Discuss the missions and values of the organisation and how everyone can play a part in creating an inclusive organisation and embedding EEDI.

3. Find out about people's history, background and what makes them who they are.

Team members' lived experiences outside of the work inform the way they show up to work. Simply recognising that, and encouraging people to feel comfortable sharing, builds inclusion because it makes it okay for everyone to be themselves. Try one of the following prompts at the start of a small group meeting or one-to-one to set the tone for openness and vulnerability. Ensure the meetings starts with the reason for the exercise and also an explanation that it is a safe and confidential space:

- "If you really knew me, you'd know that […]." This can be something as simple as "I missed the bus this morning so I feel a bit stressed", or something a bit more revealing such as "I have a family member who is not well and I'm having trouble focusing."

- "The rose (best part) and thorn (worst part) of the last week were […]." This gives everyone the opportunity to bring up both accomplishments and challenges, big or small, professional or personal.

- "What may surprise you about me is […]."

Be an ally
An ally is someone who is not a member of a marginalised group, but who supports inclusion through stated values and positive action for everyone's benefit.

Being an ally to those with lived experience is essential as a manager, and it can include:

- recognising privilege and how you can use it to support others;
- talking about the uncomfortable;
- doing your research;
- being strategic in your activism;
- starting with your own circle; and
- being brave.

Recognising team members' lived experiences and encouraging people to feel comfortable sharing, makes it okay for everyone to be themselves.

Raise ongoing awareness of inclusion

- For example, employees with different backgrounds can explain which religious days or holidays are important to them and in what ways. Accordingly, they can be offered the time off or colleagues can help them celebrate.

- This spreads historical and cultural knowledge among co-workers and increases interpersonal understanding in a positive way.

- Guest speakers can also be invited to meetings (both online and in person) to raise issues regarding different aspects of diversity and inclusion.

- Managers can also provide information for their teams regarding relevant TV programmes, TED Talks, podcasts, books and films.

Be an active upstander

An upstander is a person who chooses to take positive action in the face of injustice in society or in situations where individuals need support.

When colleagues feel uncomfortable or unsafe due to discrimination, bullying, victimisation, harassment, or hate crime, the whole work environment is impacted:

mental health
and wellbeing
issues

absenteeism

turnover

poorer
interpersonal
relationships

less
productivity

*@+!

!!!

less motivation

effects on
bystanders

isolation

investigations

poor
reputation
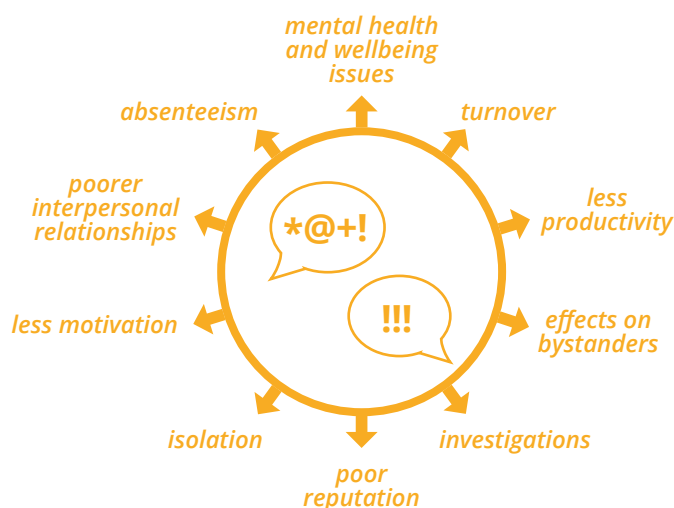
What may stop us intervening?

- Fear of losing your job
- Impact on relationships with colleagues/ managers
- Seniority of person displaying the inappropriate behaviour
- You thought someone else would do something
- Fear of judgement
- You may not feel the environment/time is right
- Lack of confidence.

What can you do to demonstrate you are an upstander?

- Be consistent
- Actively carry out activities/actions to ensure you are continuing to prevent inappropriate behaviours
- Be a positive role model
- Raise issues of concern
- Discuss relevant issues at appropriate forums/meetings
- Build a sense of community – be part of a team
- Assume responsibility.

Being an effective upstander can be difficult at times, so it is important to maintain your personal resilience.

Understanding the terminology

Discrimination means treating someone less favourably than someone else because of a protected characteristic. In the case of age, treating someone less favourably than someone else may be justified.

Bullying can take many different forms but is usually measured by the impact the behaviour has on the individual who has experienced this treatment. Bullying may be characterised as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient.

Harassment is a specific type of bullying related to a protected characteristic. It may result in an individual feeling intimidated, degraded, humiliated or offended. An individual may also feel that their dignity has been violated. The protected characteristics covered under harassment law include age, disability, gender identity, pregnancy and maternity, race, religion, gender and sexual orientation. Harassment can occur even when the colleague who has been impacted by the behaviour does not possess a protected characteristic, but has been perceived to.

Hate crime is differentiated from the above as this relates to a range of criminal behaviours where the perpetrator is motivated by hostility or demonstrates hostility towards the victim's actual or perceived disability, race, religion, sexual orientation or transgender identity. A hate crime can include verbal abuse, intimidation, threats, harassment, assault and bullying, as well as damage to property. Hate crime may also be reported to the police for further investigation.

Victimisation is subjecting a person to detrimental treatment because they have supported a complaint or raised a grievance that someone has been bullying or harassing them or someone else, or they have supported someone to make a complaint or given evidence in relation to a complaint. This may include isolating someone or giving them a heavier or more difficult workload.

Maintaining boundaries

You have a responsibility to yourself to stay well and professional in the workplace. It is also your responsibility to talk to people who work for you about how they are feeling and/or to address any issues of concern, but it is not your role to become their confidante or counsellor.

Being an ally

As a manager, you may have different lived experiences from some of your team members, but you can be an 'ally'. An ally is a person or group who supports others working to prevent harm and promote positive change. You can be an ally and support your team by:

- Always challenging inappropriate and discriminatory behaviour – make it clear that it is harmful and will not be tolerated.
- Be a positive role model.
- Proactively seeking to become more aware of any biases and how you can overcome them
- Learning – no one knows everything so keep abreast of EEDI activities, news and research.
- Don't be afraid to speak to colleagues to gain some understanding (appropriately). However, do not assume that when they are sharing their lived experience, they are doing so on behalf of their whole community.

- Make clear statements regarding the importance of EEDI within your work/ team.

Ask for help – if you are unsure of anything, ask the People team

Implement a zero tolerant approach to inappropriate behaviours

If you witness a situation of injustice or inappropriate behaviours, speak up. Below are some suggestions on how you can be an upstander:

- Interrupt the behaviour – some phrases you can use to show that you are supporting a colleague include:
  - Can you clarify/explain what you mean by that?
  - We seem to have different views on that.
  - I'm uncomfortable with this.
  - I think that comment was inappropriate.
  - What you have done/said could offend people

- I'm not sure how I feel about that.
- Have a think about what you have said and how this may affect or impact on others.

- You can also use body language to show disapproval and even humour (with care) to deflect the behaviour.
- Name or acknowledge the offence.
- Publicly support an aggrieved person.
- Encourage dialogue.
- Get support/help from a colleague/manager.

Handling bullying, harassment and inappropriate behaviours informally

An informal resolution to incidents of harassment and bullying is often more satisfactory to both parties. It can minimise damage to working relationships and allow these to be repaired, and so should be encouraged wherever possible. If you become aware of an issue or feel someone's behaviour could be construed as inappropriate, early intervention can prevent things escalating into a complaint. This approach allows employees to retain control of the process and therefore the outcome. Sometimes, alerting the implicated person to the issue may enable a solution to be reached, if they are unaware that their behaviour is causing offence.

Often the complainant is seeking an apology and an assurance that the inappropriate behaviour will cease. If an employee raises an issue with you, try to discuss it with them informally before it is taken further.

If you are informally addressing the situation with the offender afterwards:

- go prepared – gather as many facts as possible and be careful with others' anonymity.
- set the tone – avoid the 'combat mode', and instead make it clear that your intention is to find a solution.
- listen – be respectful and empathic and ask questions that deepen your understanding of the issue.
- be firm – there are policies backing you up, so make sure you know them well (it will help you not to be led by emotions).
- agree on a way forward – for example mediation, a formal grievance procedure or a meeting with the person's line manager.

Advice for managers – dealing with conflict

As a manager it is important to:

- set the tone and build a culture in which people can be open about issues regarding inclusion, inappropriate behaviours or bullying and harassment.
- be responsive – get to know your team so you can identify issues that are affecting their work or issues of concern.
- be proactive – identify and address the issues before it escalates.
- always ensure that outcomes from discussions are acted upon in a timely manner.
- be honest and clear if there are specific grounds for concern. It is important to address these at an early stage but in a confidential and sensitive manner.

Before the conversation

- When you become aware that an employee is experiencing barriers or difficulties, or there are issues with inappropriate behaviours, don't ignore it.

- If the problem does not require immediate action, be sensitive to, and remain aware of, what's happening over time to see if a pattern emerges, don't jump to conclusions.

- Take time to consider the evidence available to you – a situation can appear very different when you have had an opportunity to think it through.

- Keep an open mind – people may have personal or other issues and there could be many explanations for their behaviour.

- Do your homework – make sure you have the facts to hand.

- Talk to HR in advance about a few potential solutions, so that you can explore positive options together.

- Develop a preferred outcome – how they can modify their behaviour.

- But don't rehearse – following a script will hamper your ability to listen and react accordingly.

Things to consider:

Where are you going to talk to them?

- Always in private – preserving confidentiality.

- It would usually be appropriate to have an initial conversation in an informal venue that makes the individual feel valued. A formal environment may lead to the employee feeling that they are in trouble.

- If appropriate and desired by the individual, you might consider a meeting outside the workplace or online. Check with HR prior to doing this.

What are you going to say and how?

- Making notes and talking to HR may be useful.

- Speak calmly.

- Maintain good eye contact.

- Listen carefully.

- Encourage the employee to talk by asking open questions.

- Be prepared for some silences.

- Avoid being too prescriptive and giving advice and recommendations in a first meeting.

- Use non-violent communication (see more below).

After the conversation

After the meeting, make a confidential file note, preferably with the employee's signature, confirming agreement of outcomes/actions. Send it to HR so that it can be placed on the individual's personnel file. Alternatively, make an email record that is clearly marked 'Confidential' and again, sent it to HR. Any notes should also be emailed to the employee.

You should draw up an agreed and strictly confidential plan of action and support which will detail the steps to take.

Ongoing support

There should be an ongoing and open dialogue between manager and employee, and you should meet regularly to discuss what is and isn't working, and whether any additional measures are required.

If the adjustments are not working, it may be necessary to explore alternatives.

Non-violent communication

Non-violent communication (NVC) is a method developed by psychologist Marshall Rosenberg to reduce conflict in day-to-day conversations.

Rosenberg's understanding was that we are intrinsically compassionate, and recur to violence for lack of more efficient ways to communicate our needs.

- **Self-empathy – feelings and needs**
  Identify how you feel and your needs in that situation, without evaluation.

- **Observation and empathy**
  Identify what was actually said or done, without judgement.

- **Pay attention to other people's feelings**
  Identify which need was met or not met, by the words or actions, without blame.

- **Honest self-expression**
  Express your needs as honestly as possible, inspiring compassion in others. What specific action would you like to ask, without demanding?

Examples of non-violent approaches

Can I interrupt you for a moment? There is something going on for me.
When someone else is talking in a way that triggers you

Do you have space to listen to me for [a certain time]?
Respect other people's personal space

How would it be for you to [do this for me]?
Give the person an opportunity to check with themselves

Can I think about it and let you know tomorrow?
Gives you an opportunity to slow down and reflect (avoid biases!)

I would prefer to do [x] because I have a need for [z].
When you do not have a 'yes' for something – makes your needs clearer and reaches for an agreement

Things to consider when working with diverse teams

Supporting your Black, Asian and Minority Ethnic team members

This section provides information and awareness regarding race and ethnicity and supporting colleagues from Black, Asian and Minority Ethnic communities. This is not an exhaustive list but it enables you, as a manager, to be supportive to your racially diverse teams.

1. How do I know what is the right terminology to call someone from a black, Asian or minority ethnic community?

BAME is an acronym for Black, Asian and Minority Ethnic and is a common term to describe people from ethnically diverse communities. Other acronyms include:

• BME: black and minority ethnic; and
• BAMER: black, Asian, minority ethnic and Refugees.

There are currently discussions in place about the appropriateness of the term BAME, as many believe it does not fully recognise or acknowledge all ethnic minorities or communities that fall within the category. As it is deemed unhelpful, lots of organisations and government bodies will no longer be using this term.

Be aware that some people do not want to be labelled, and have a different definition for themselves. Therefore, be guided by them and do not assume they accept overarching terms used within communities. For example, an individual may state they are 'Asian', 'black British' 'a person of colour', a 'gypsy traveller', an 'ethnic minority', a member of the 'black community', a member of 'black and minoritised community' or the 'black and racially minoritised community'. So it's important not to make assumptions on how they wish to be labelled.

2. What is the true definition of race?

Race is about more than colour. The term refers to groups of people who have similarities in biological traits that are considered by society to be socially significant, resulting in differences in how they are treated. For instance, while differences and similarities in eye colour have not been treated as socially significant, differences and similarities in skin colour have.

Everyone has an ethnicity, including white people. In the UK, people from the white ethnic group make up the majority of the population (86%). The other 14% are therefore in the minority, and make up the ethnic minority population (UK 2011 census).

3. Racial micro-behaviours/micro-aggressions

Micro-behaviours can be:

- verbal and non-verbal
- very subtle
- habitual
- unconscious (they are usually)
- influenced by our biases.

Negative racial micro-behaviours or micro-aggressions can include:

- consistently mispronouncing non-western names or refusing to learn a non-English name or using an inappropriate alternative.
- consistently mistaking a black, Asian or minority ethnic colleague with another black, Asian or minority ethnic colleague by calling them the other individual's name.
- making assumptions on a person's ability due to an accent.
- making assumptions on how people from a black, Asian or minority ethnic community should speak or act.
- making negative assumptions/comments regarding ability due to a person's race.
- intrusively touching a black person's hair.

If you observe micro-behaviours and micro-aggressions, please do still challenge appropriately so it is known that this behaviour does not support the Liberal Democrat values.

4. I keep hearing the term 'white privilege'. What does this mean?

'White privilege' is a term that describes a set of advantages of white people, based on the assumptions people make about white people in western society.

Some people from the white community may argue against the idea of white privilege because they don't feel as though they are particularly advantaged. They may feel that they are struggling just as much as others. White privilege does not mean that white people do not face challenges or barriers; one can have privilege and still struggle. Privilege means that some people may not face additional barriers or challenges due to their race (or another protected characteristic or aspect of their identity).

Below are some examples of white privilege:

- Their race is fully embedded within the school curriculum.
- Their race is well represented throughout the media.
- Their race is well represented in senior management/high profile roles.
- They don't live in fear of being challenged by the police.
- They don't need to worry about race.
- They don't face stigmatisation based on their race.
- They may make judgements/comments based on stereotypes.

This term is not intended to bring tension and negativity between communities, but rather to raise the issue that Black, Asian and Minority Ethnic people may have a different day-to-day experience to the majority population (in this case, in the UK, those who are white).

5. Being a black and minority ethnic person in the workplace

In the UK today, Black, Asian and Minority Ethnic people are under-represented at every management level in the workplace. One in eight of the working-age population is from a black, Asian or minority ethnic background, yet only one in ten are in the workplace, and only one in 16 top management positions are held by an ethnic minority person.

British people from a Black, Asian and Minority Ethnic background are more likely to enjoy their work but are less likely to be rated as top performers compared to their white counterparts. Business in the Community's 'Race at Work' highlighted:

- We are not comfortable talking about race at work: UK workplaces might be comfortable talking about age and gender, but are less comfortable talking about race. It is clear employers need to have more confidence to address the issue of race at work and aim to understand how it has an impact on the individual and their opportunity to reach their full potential. It also has an impact on organisational success and survival.

- We must also consider Multi-identities/intersectionality: People do not fall into just one protected group. Black and minority ethnic staff who are LGBT+ may find themselves pressurised to identify with either their ethnicity, sexual orientation or gender identity rather than simply being seen as themselves. There are also additional barriers and lived experiences when you have multi identities and there are intersections/different identity markers.

It may be useful to read Business in the Communities 2020 reports *Race at Work – Black Voices* and *Race at Work Survey report 2020*.

The Liberal Democrats aim to ensure that all employees have equal opportunities and that members/communities receive an equitable service. To do this we must ensure that we raise awareness of some of the issues that Black, Asian and Minority Ethnic employees may face.

Supporting your non-binary team members

This section provides information about, and raises awareness of, non-binary issues.

1. What does non-binary mean?

The term non-binary is a catch-all category for gender identities that are not exclusively masculine or feminine. It can refer to a person who identifies as having a gender that is in-between or beyond the two categories of 'man' and 'woman', or that fluctuates between 'man' and 'woman'. It can also be someone with no specific gender identity, either permanently or some of the time. It can include those who identify as gender-queer, gender non-conforming, intersex, androgynous, or agender.

When addressing a non-binary person usage of singular "they", "their" and "them" is common, but some may use a different pronoun such as one, ze, sie, hir, co, or ey.

The proportion of the UK population who identify as non-binary when given a choice between male, female and another option is believed to be around 0.4%, or one in 250 people. A 2017 survey by GLAAD found that 12% of people aged 18-34 identify as transgender or gender non-conforming.

Since 2020 a UK employment tribunal has ruled that non-binary and gender-fluid people are protected under the Equality Act.

2. What pronoun should I use when talking about someone who is non-binary?

If you are not sure of what pronouns someone uses, ask them. Different non-binary people use different pronouns.

Asking whether someone should be referred to as 'he', 'she', 'they' or another pronoun may feel awkward at first, but it is one of the simplest and most important ways to show respect for someone's identity. Avoid making assumptions and attributing a gender to people.

3. A few facts about non-binary people

- People identifying as non-binary is nothing new. Non-binary identities have been recognised for millennia by cultures and societies. Non-binary people aren't simply confused about their gender identity or following a new fad.

- Some, but not all, non-binary people undergo medical procedures to make their bodies more congruent with their gender identity. While not all non-binary people need medical care to live a fulfilling life, it's critical and even life-saving for many.

- Some transgender people are non-binary, but most are not. Most transgender people have a gender identity that is either male or female, and should be treated like any other man or woman.

- Being non-binary is not the same as being intersex. Intersex people have anatomy or genes that don't fit a typical definitions of male and female. Most intersex people identify as either men or women. Non-binary people are usually not intersex; they're usually born with bodies that may fit typical definitions of male and female, but their innate gender identity is something other than male or female.

- Those who identify as non-binary face similarly high levels of mental ill health to trans people. Research has found that over 40% of non-binary people had attempted suicide at some point.

4. Tips for being inclusive to non-binary people

Think about whether you are able to convey the same information whilst using more inclusive language. Use the singular pronoun "they" instead of gender specific pronouns, as it is more inclusive and neater. For example, instead of writing "If an employee wishes to discuss his/her salary he/she should contact his/her line manager", write "If an employee wishes to discuss their salary, they should contact their line manager".

See below examples of non-binary inclusive language:

BINARY LANGUAGE	NON-BINARY INCLUSIVE LANGUAGE
Open to both genders	Open to all genders
Dear Sir/Madam	To whom it may concern
Mothers/fathers	Parents/carers/ guardians
Husband/wife	Spouse/civil partner/ partner
Brother/sister	Sibling
Men/Women	People/everyone

Do not ask personal questions about a non-binary person's genitalia, previous name or medical intervention. Such questions are usually invasive, unwelcome and may constitute sexual harassment.

Remember that everyone makes mistakes sometimes, and managers or team members may inadvertently use an individual's old name or pronoun. Non-binary employees generally understand that this is not malicious, but when they are put in the spotlight, it can feel uncomfortable.

Team members should be encouraged to consider their use of language, and managers can also help them to do so. For example, if a team member says "I enjoyed working with Sarah on her project" during an evaluation, a manager can say "Yes, they do great work". If a manager observes a team member repeatedly using the wrong name and/or pronouns, they can pull the team member aside for a reminder about inclusive values and appropriate behaviour.

Before sharing information about your non-binary employees, you must obtain their consent and discuss how the information will be used. A person's gender identity will be considered personal information.

If you have any additional questions regarding non-binary issues contact a member of the People team.

Supporting your LGBT+ team members

This section provides information about, and raises awareness of, lesbian, gay and bisexual issues.

1. Why is there a plus (+) in LGBT+?

Some organisations and activists argue that the term LGB and LGBT are not representative of all the different genders and sexualities, including asexual, intersex, questioning, pansexual and fluid, among others.

Due to this, the Liberal Democrats use LGBT+ to represent and support the diversity in genders and sexualities.

3. LGBT+ micro-behaviours/micro-aggressions

Negative micro-behaviours or micro-aggressions can include:

- making statements such as 'being gay is just a phase';
- making assumptions on a person's ability due to a stereotypical view of the LGBT+ community;
- making inappropriate comments regarding, or questioning, an individual's family life or partners.

4. How do I respond to a colleague who has 'come out' to me?

Coming out is not necessarily a one-off event – lesbian, gay and bisexual people (and people with other sexualities) may have to come out many times during their lives. It is also very individual and people may face different challenges when coming out.

There is no one prescribed way to come out. Some employees may be comfortable being open about their sexual orientation with some people, but not with others. Coming out may be difficult and takes courage.

As a manager, ensure your response is supportive and positive towards them coming out. You may be the first or one of the first people they have told and your reaction could impact on them being out in the workplace.

Be conscious of the fact that many LGBT+ people live in environments which could be homophobic or biphobic, and in which they constantly hear negative messages about LGBT+ people. This can make people quite fearful of how others may react to them coming out and of potential rejection by friends, family or work colleagues.

Also ensure that you respect their privacy – it is up to them to decide if, when and how they tell other people.

You may be curious, but be sensitive when asking questions. Don't ask questions that would be considered rude or inappropriate – be led by them.

It is not appropriate to assume that others know about a colleague's sexual orientation or that it's alright to share information related to it, eg if a woman has a wife. However, allowing LGBT+ colleagues to be their authentic selves at work will not only allow for a happier team and higher work satisfaction, but a better performance too. Research by Stonewall showed that staff who are open about their sexuality at work are overwhelmingly more satisfied at work and see their performance improve.

Under no circumstance should you inform others of someone's sexual orientation. Deliberately outing a colleague against their will is considered harassment and may result in disciplinary action being taken.

5. Being LGBT+ in the workplace

Being LGBT+ doesn't end with office hours so we have to be aware of the issues that LGBT+ colleagues can face in society.

Think about how:

- work events and social gatherings may cause stress to LGBT+ people who are not out, and where there is an expectation for them to be accompanied by a partner.
- LGBT+ colleagues might feel burdened when they are open about their sexuality, for instance if they are assumed to be a role model for other colleagues. Do not assume an 'out' LGBT+ colleague wants to be a visible/high profile role model for the organisation.

- LGBT+ colleagues might experience pressure to conform with heteronormative and cisnormative expectations.
- Lesbian or trans women may consider being a woman a barrier at work. These women may be wary about coming out in case they face double discrimination.
- Staff do not fall into just one protected group. Black and minority ethnic staff who are LGBT+ may find themselves pressurised to identify with either their ethnicity, sexual orientation or gender identity rather than simply being seen as themselves. Bear in mind that those people may face racism from other LGBT+ people, or homophobia, biphobia or transphobia from people from the same cultural or ethnic background.
- Bisexual people may find themselves struggling for acceptance from either lesbian or gay colleagues as well as their heterosexual team members.

Supporting your trans team members

This section is intended to raise awareness of trans identities and assist managers to support trans members of their team. Below are some frequently asked questions and answers regarding trans identities and considerations on how to support a trans employee.

1. What does it mean if someone is transitioning and what does it involve?

Transitioning is a unique process for each individual and may include any number of changes to a person's life. There is no right or wrong way to transition. The start of transition will be different for everyone.

For some it involves medical intervention such as hormone therapy and/or surgeries. However, not all trans people want have medical intervention, or are unable to have it for a variety of reasons that may include cost or time. People's choices and access to transition-related healthcare is very personal and often complex, and should not be asked about unless necessary.

Transition can involve a number non-medical aspects, such as dressing differently, changing names and pronouns, or telling friends and family.

After their transition, they may not identify as trans; they may simply see the process as being part of their past, not relevant to their current identity. For example, an individual who has transitioned and identifies as female may refer to themselves as a woman, not a trans woman. This personal decision should be respected at all times.

Many people believe that to transition, a person must undergo a medical intervention such as hormone treatment or surgery, or that they must gain a Gender Recognition Certificate (GRC). It should not be assumed that the goal of every individual's transition is to change their physiology or legal gender. If a trans person chooses not to undergo any medical intervention or gain a GRC, they are still entitled to dignity and respect along their chosen path of transition, whatever that may consist of.

2. Someone has told me they want to transition. What do I do?

As a manager, ensure that your response to a colleague who has told you they want to transition is supportive and positive. You may be the first person, or one of the first people they have told, and your reaction could impact on their confidence around the subject in the future. Be conscious of the fact that many trans people live in environments, including their own homes, which are transphobic and in which they regularly hear negative messages about trans people.

The fact that a team member has told you they want to transition shows that they trust you. Thank them for their trust and reassure them of your support. This is important they may have been afraid of your reaction and that this would affect your working relationship.

Also, ensure that you respect your team member's privacy – it is up to them to decide if, when and how they tell other people. Someone's trans identity is private information and sharing this without their consent can have legal consequences.

3. What is a pronoun and how do I know which ones to use?

Pronouns are words that we use to refer to each other in conversation without repeatedly using someone's name; for example she/her, he/him and they/their. She/her and he/him are gendered pronouns as they tell you the gender of the person being referred to. They/their are gender-neutral pronoun. If someone identifies as non-binary they may use gender-neutral pronouns.

If you are not sure of which pronouns someone uses, ask them. You could ask "What are your pronouns?" or "How should I refer to you?". Asking whether someone should be referred to as 'he', 'she', 'they' or another pronoun may feel awkward at first, but it is one of the simplest and most important ways to show respect for someone's identity. Avoid making assumptions and attributing a gender to people based on their physical appearance or other physical attributes, such as tone of voice.

4. What do I do if I use the wrong pronouns or name for someone?

Everyone makes mistakes sometimes, and it takes effort to become familiar with using language in a different way or referring to someone by a different name or pronoun than you've been used to. If you make a mistake, simply apologise and move on. If you repeatedly use the wrong name and/or pronouns, this may mean further discussions may have to take place or action taken by your manager. As a manager you should be a role model for organisational values, and make every effort to always use appropriate language.

5. If someone transitions does this mean their sexual orientation will also change?

No, everyone is different. Who someone is attracted to may change during the course of their transition but sexual orientation and gender identity are two different things. As with any other team member, it is not appropriate to ask someone what their sexual orientation is and, as with all of the above questions, the key is to not make assumptions but be led by them.

LGBT+ and gender definitions

AFFIRMED GENDER
The process of bringing the gender role and appearance into alignment with the gender identity, 'affirms' that identity. Thus the term 'affirmed' gender is now becoming more common in describing the post-transition gender status. 'Affirmed' should be used in preference to 'acquired'; the latter is the language of the Gender Recognition Act and is more appropriately used to describe the acquisition of a Gender Recognition Certificate and new birth certificate (see below).

AGENDER
Having no gender or no concept of gender.

ANDROGYNY
The combination of masculine and feminine characteristics.

BIGENDER (ALSO POLY-GENDER)
Having two or more genders simultaneously or in series (may overlap with gender-fluidity).

BIPHOBIA
Aversion to bisexuality and bisexual people as a social group or as individuals.

BISEXUAL (ALSO BI)
A person who is attracted to people of their own gender and another gender.

CISGENDER
This refers to a person whose gender identity is the same as that assigned at birth. Non-trans is also used by some people.

CISNORMATIVE
Prevalent and presumptuous assumption that cissexuality is the only acceptable and legitimate form of gender identity.

CISSEXUALITY
Having a gender identity that matches one's birth sex.

COMING OUT
The process of acknowledging one's sexual orientation and/or gender identity to other people. For most LGBT+ people this is a life-long process.

DEADNAMING
Calling someone by their birth name after they have changed their name. This term is often associated with trans people who have changed their name as part of their transition.

GAY
A person who is attracted primarily to members of the same sex. Although it can be used for any sex (eg gay man, gay woman, gay person), 'lesbian' is sometimes the preferred term for women who are attracted to women.

GENDER BINARY
The system of classifying all people as either male or female, including the infrastructure to support this classification (binary gendered toilets, dress codes, pronouns etc).

GENDER CONFIRMATION TREATMENT
People undergoing permanent transition usually have gender confirmation treatment that includes hormone therapy and often surgery to bring the secondary sex characteristics (breasts and genitalia) more in line with their gender identity. Such surgery is sometimes referred to as gender (or sex) reassignment surgery. The term 'sex change' is not considered appropriate or polite. Surgeries such as facial feminising and body contouring may be chosen, but

these are usually not provided on the NHS.

GENDER DYSPHORIA

Gender dysphoria is the clinical diagnosis for someone who doesn't feel comfortable with the gender they were assigned at birth. Many trans people reject the idea that gender dysphoria is a prerequisite for being trans.

GENDER EXPRESSION

This refers to the ways in which people choose to manifest, for example, how they dress and act.

GENDER-FLUID (ALSO GENDERFLUID)

A gender identity that varies over time. A gender-fluid person may at any time identify as male, female, neutrois, or any other non-binary identity, or some combination of identities. Their gender can also vary at random or in response to different circumstances.

A gender-fluid person's gender identity could be multiple genders at once, and then switch to none at all, or move between single gender identities. For some gender-fluid people, these changes happen as often as several times a day, and for others, monthly, or less often. Some gender-fluid people regularly move between only a few specific genders, for example, bigender people move between two genders.

GENDER IDENTITY

Gender identity describes the psychological identification of oneself, typically, as a boy/man or as a girl/woman, known as the 'binary' model. There is a presumption that this sense of identity will be consistent with the male or female sex appearance. Where sex appearance and gender identity are congruent, the terms cisgender or cis apply. However, some people experience a gender identity that is somewhat, or completely, inconsistent with their sex appearance; or they may regard themselves as gender neutral, or non-gender, or as embracing aspects of both man and woman and, possibly, falling on a spectrum between the two.

People have the right to self-identify, and many people reject the whole idea of binary tick-boxes, and describe themselves in non-binary, more wide-ranging, open terms such as pan-gender, poly-gender, third gender, gender-queer, neutrois and so on. Pronouns he/she and his/hers may be replaced with more neutral pronouns such as they, per, zie or fey, and the title Mx may be preferred to Mr, Mrs, Miss or Ms.

GENDER REASSIGNMENT

Another way of describing a person's transition. Gender reassignment usually entails some sort of medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.

Gender reassignment is a characteristic that is protected by the Equality Act 2010, and it is further interpreted in the Equality Act 2010 approved code of practice. It is a term of much contention and is one that many LGBT+ groups feel should be reviewed.

GENDER RECOGNITION CERTIFICATE (GRC)

This enables trans people to be legally recognised in their identified gender and to be issued with a new birth certificate. Not all trans people will apply for a GRC and you currently have to be over 18 to apply.

You do not need a GRC to change your gender markers at work or to legally change your gender on other documents such as your passport.

GENDER ROLE

The gender role is the social role and interaction with others, that both gives expression to inner gender identity and reinforces it. Despite greater gender equality in modern Western culture, there is still a pressure to conform with society's traditional 'rules' about what is appropriate for a male or female, especially in terms of appearance. A significant departure from stereotypical gender expression often causes anxiety and discomfort in those who witness it. Their own discomfort may be reflected back on gender nonconforming individuals, causing a continuous source of stress in social situations.

GENDER VARIANCE / GENDER NON-CONFORMITY

It is now understood that gender identity, although powerfully influenced by the sex of the genitalia and the gender of rearing, is not determined by these factors. There is evidence that sex differentiation of the brain is inconsistent with other sex characteristics, resulting in individuals having a predisposition to develop a gender identity that is not typically associated with the assigned sex. They may dress and/or behave in ways that are perceived by others as being outside typical cultural gender expressions; these gender expressions may be described as gender variance or gender nonconformity.

HETERONORMATIVE

Heteronormativity is the belief that people fall into distinct and complementary genders (male and female) with natural roles in life. It assumes that heterosexuality is the only sexual orientation or norm, and that sexual and marital relations are most (or only) fitting between people of opposite sexes.

HETEROSEXUAL (ALSO STRAIGHT)

A person who is only attracted to members of the opposite sex.

HOMOPHOBIA

A range of negative attitudes and feelings towards homosexuality or people who are identified or perceived as being lesbian, gay, bisexual or transgender. It can be expressed as antipathy, contempt, prejudice, aversion or hatred, may be based on irrational fear, and is sometimes related to religious beliefs.

HOMOSEXUAL

People who are attracted to members of the same sex. Some people find this term offensive and clinical.

INTERSEX CONDITIONS

There are a number of intersex conditions (renamed Disorders of Sex Development – a clinical description that many in the UK refuse to adopt). In some intersex conditions, the appearance at birth is atypical being neither clearly male nor female. The sex (male or female) assigned, and the anticipated gender role (boy or girl) assumed at that time, may not be consistent with the core gender identity and may, therefore, result in a need to change the gender role at a later stage.

LESBIAN

A woman who is primarily attracted to other women.

LESBIANPHOBIA

Aversion toward lesbian people as a social group or as individuals. Also known as 'lesphobia'.

LGB+

Umbrella term used for lesbian, gay, bisexual and other sexualities.

LGBT+

Umbrella term used for lesbian, gay, bisexual, transgender and other sexualities.

MISGENDERING

Using gendered pronouns, language, or other markers that are not consistent with a person's gender. Although misgendering most often consists of using the wrong pronouns, it can also mean using inappropriate gendered terms (dude, lady etc) or prescribing an incorrect gendered division (such as gender-segregated sports teams, bathrooms, business events etc).

NON-BINARY

An umbrella term for people whose gender identity doesn't sit comfortably with 'man' or 'woman'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject the concept entirely.

PAN-GENDER

Having mixed aspects of both male and female in presentation and/or identity. This could be moving between male and female or identifying outside of male and female.

SEX

Sex refers to the male/female physical development – the phenotype. In an infant, the sex is judged entirely on the genital appearance at birth, but internal reproductive organs, skeletal characteristics and musculature, and the brain, are all sex differentiated. Other factors such as karyotype (chromosomal configuration) are seldom tested unless a genital anomaly is present. There is a presumption that an apparently male infant will identify as a boy, and vice versa.

TRANS

An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth.

Trans people may describe themselves using one or more of a wide variety of terms, including (but not limited to) transgender, transsexual, gender-queer (GQ), gender-fluid, non-binary, gender-variant, cross-dresser, genderless, agender, non-gender, third gender, bi-gender, trans man, trans woman, trans masculine, trans feminine and neutrois.

TRANSGENDER

'Transgender' has had different meanings over time, and in different societies. Currently, it is used as an inclusive term describing all those whose gender expression falls outside the typical gender norms. It is often the preferred term for those who change their role permanently, as well as others who, for example, cross-dress intermittently for a variety of reasons

including erotic factors (also referred to as transvestism). Those who live continuously outside gender norms, sometimes with and sometimes without medical intervention, are covered by this term.

TRANSITIONING

The steps a trans person may take to live in the gender with which they identify. Each person's transition will involve different things. For some people, transition involves medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this.

Transitioning might also involve telling friends and family, dressing differently and changing official documents, among other things.

TRANSPHOBIA

The fear or dislike of someone based on the fact they are trans, including denying their gender identity or refusing to accept it. Transphobia may be targeted at people who are, or are perceived to be, trans.

TRANSSEXUAL

The terms 'transsexual' and 'transsexualism' are now considered old fashioned, and are only likely to be seen in legal and medical documents. Even there, these terms are gradually being replaced with more acceptable terminology, such as 'transgender' and 'trans' (see above). In law, a transsexual person is someone who "proposes to undergo, is undergoing or has undergone gender reassignment" (Equality Act 2010). For some, this will involve medical intervention to adjust the appearance so that it aligns with the gender identity, and is often associated with changes to the gender role and expression, as well as names and pronouns. These changes may alleviate much or all of the discomfort. The term transsexual is specific, and does not include non-binary identities. The word 'transsexual' should be used as an adjective, not a noun. It is, therefore, never appropriate to refer to an individual as 'a transsexual', or to transsexual people as 'transsexuals'.

QUEER

An umbrella term sometimes used by LGBT+ people to refer to the entire LGBT+ community. Sometimes used instead of the labels and categories such as lesbian, gay, bisexual etc. It is important to note that the word queer is an in-group term, and a word that can be considered offensive to some people, depending on their generation, geographic location, and relationship with the word.

QUESTIONING

The process of exploring and discovering one's own sexual orientation and gender identity.

Supporting disabled team members

As a manager it is important that you are inclusive to disabled employees. Disability is a protected characteristic under the Equality Act 2010. The term 'disabled people' covers a wide range of different people with different impairments that may or may not affect how they do their job. This includes long-term health conditions and disabilities that are not immediately visible.

Disabilities that are not immediately visible are set out in this (non-exhaustive) list:

- Visual impairments
- Hearing impairments
- Speech impairments
- Diabetes
- Dyslexia or dyspraxia
- Narcolepsy
- Asthma or other respiratory diseases
- Arthritis and other musculoskeletal conditions
- Asperger syndrome or autism spectrum
- Cognitive difficulties
- HIV
- Cancer
- Heart disease
- Gastric conditions like irritable bowel syndrome or colitis
- Chronic pain and fibromyalgia
- Mental health conditions including depression, anxiety, schizophrenia, bipolar disorder.

Also, be aware that people with visible disabilities may also have disabilities that are not immediately visible.

Some employees may not consider themselves to be disabled and managers should not spend time trying to establish whether an employee's condition would meet the legal definition of disability in the Equality Act. Managers should focus on supporting their employees and implementing adjustments to remove workplace barriers.

What do I do if I am asked to implement an adjustment?

An employer is also required to make reasonable adjustments to alleviate the disadvantages caused by someone's disability.

Adjustments are measures that an employer can take to remove barriers that can get in the way of a disabled person doing their job or other activities during the day. An adjustment might be anything from flexible working arrangements to changing the physical features of the working environment or providing a particular piece of equipment.

Providing an adjustment to an employee is a positive measure and supports them to reach their potential and effectively carry out their role. This certainly does not mean that the employee has less ability or skill.

If a member of your team requests an adjustment you should meet with them to discuss their needs. You should also liaise with HR, Facilities, Health and Safety, IT or any other appropriate team member to put the adjustment/s in place.

Examples of adjustments

Through your discussion with them you would be able to establish the most suitable adjustments for someone. Below are examples to provide some guidance, but in every instance this needs to be a tailored and specific approach for each team member.

- Taking disability leave – paid time off for a reason related to a disability
- Widening a doorway, providing a ramp or moving furniture so a wheelchair user can get around
- Giving some minor duties that a disabled person finds difficult to do to someone else
- Allowing a disabled person to change their working hours to part-time or perhaps starting and finishing later so that they don't have to commute at rush hour
- Moving a disabled person to a different office or site closer to their home or onto the ground floor, or allowing them to work from home
- Providing additional training or mentoring for a disabled person (and the team where appropriate)
- The disabled person's manager providing additional supervision
- Acquiring or modifying equipment like voice activated software or a digital recorder for someone who finds it difficult to take written notes

- Making changes to tests so that a disabled person can show their ability to do the job
- Providing sign language interpreters, readers who will read out documents, or a support worker, for someone with a visual impairment
- Providing specialist workstation equipment for a person with a disability such as an ergonomic mouse, laptop, special chair or a fixed desk
- Modifying instructions or reference manuals
- Taking some time out in the office wellbeing room
- Providing a quiet workspace to reduce auditory and visual distractions
- An adjustable workstation, which allows the person to stand or sit
- An air purifier near the workstation
- Voice activated software and grammar and spell check applications
- Providing a mentor/signposting to a wellbeing supporter.

There are lots of individual needs that you may need to consider as a manager, ensuring each team member is treated fairly and equitably whoever they are and support and meet their individual needs. For example, consider team members with parent/carer responsibilities, make efforts to embed gender inclusion, support people with mental health conditions or employees who are going through the menopause.

Reflection

Something I will do differently after reading this guide is: