

**Gender, Diversity and Inclusion  
in CGIAR's Workplaces**



# **ADVANCING GENDER EQUITY, DIVERSITY AND INCLUSION IN CGIAR'S WORKPLACES: PEOPLE LEADER'S WORKBOOK**

**ACTIVITIES, TIPS AND TOOLS  
TO HELP YOU AND YOUR  
TEAM WORK INCLUSIVELY**

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# Introduction to the Workbook

CGIAR wants to engage all employees in making the workplace more diverse and inclusive.

This Workbook is a practical and interactive guide to help People Leaders engage with their teams on inclusion and diversity. It includes a set of simple activities that will help build a team's awareness of Gender, Diversity and Inclusion (GDI) and shares some practical tips and next steps on what all of us can do to make our workplaces more inclusive.

This Workbook is intended to be used in conjunction with the GDI Diversity Toolkit and the "Introduction to Gender, Diversity and Inclusion in CGIAR's Workplaces" eLearning module, both of which can be found on the [GDI Knowledge Hub](#). We strongly recommend People Leaders are familiar with these materials before using the Workbook.

## How to use this Workbook

The Workbook includes a range of activities that People Leaders can use with their teams.

These activities can be used in a stand-alone fashion, at the beginning of or during a regular team meeting, or can be combined together for a longer session. We have included suggestions for how to combine the activities together depending on how much time you wish to spend.

Each activity clearly states:

- What the activity is and why you should use it
- What you will need to run the activity
- How to run the activity – including suggested time to allow
- Templates and materials
- Hints and tips for success

## Overall hints and tips for running successful activities

1. It is not necessary for you to be a GDI expert to run these activities, but we strongly advise that you read the GDI Guide for Inclusion and take the “Introduction to Gender, Diversity and Inclusion in CGIAR’s Workplaces” eLearning course prior to running these activities.

You can also start the activity by stating something similar to (in your own words): “Gender diversity and inclusion is a core value for CGIAR and something I also personally value. If we want individuals to perform at their best, we have to make sure that everyone feels able to do so, that no-one feels excluded or less valued because of their race or gender or any other aspect of their identity. This is a fairly new area for me and I’m still learning, but it is something I am committed to getting better at. I’m looking forward to us learning more together.”

2. Your main role will be as a facilitator:
  - a. Creating a safe space for discussion by setting some [ground rules](#).
  - b. Making the objectives of the activity clear
  - c. Engaging the group and enabling all individuals to participate
  - d. Capturing output
  - e. Keeping the activity on track
3. Make sure you allow time to prepare, and that you are comfortable with the content of each activity. Read through each activity guide in advance to remind yourself of the subject and prepare any materials you need.
4. Be prepared for different points of view and maybe even some push back – not everybody may automatically understand what GDI is or believe that it is important. See [managing difficult conversations](#).
5. If someone asks a question that you’re not sure how to answer, be prepared to say something like:
  - a. “That’s a very interesting question...what do others think?” or
  - b. “I’ll get back to you on that” (if you are asked something on GDI you cannot answer, please feel free to reach out to your GDI Focal Point or to CGIAR’s GDI Function for suggested responses)
6. Remember to be inclusive in how you run the activities! Ensure everyone is heard and respected. Use inclusive language – e.g. call the group ‘team’, ‘people’, or ‘folks’ instead of ‘guys’. See [inclusive language](#) for further guidance.
7. Do not allow any individual to be pressurised into representing their diversity dimension or identity – whether this relates to their religious beliefs, ethnicity, age, sexual orientation, or any other factor. There is as much difference within identities as there is between them. For example, we should not assume that a middle-aged white man could speak on behalf of all middle-aged white men.

## List of Activities

Time estimates for each activity are based on 4-8 participants. The minimum team size for a successful activity is 3 people. If your team is larger, you will need to either allow more time to ensure each member can be heard and participate properly, or breakout into smaller groups.

Activity	Objective	Time	Page
1. <a href="#">Team Inclusion</a>	Raise your team's awareness of what inclusion and exclusion feels like	20 mins	11
2. <a href="#">Why GDI matters</a>	Raise your team's awareness of the case for gender equity, diversity and inclusion (GDI) and encourage people to come up with their own rationale for why GDI matters	30 mins	13
3. <a href="#">Accommodating Diversity</a>	Build your understanding of the 'diversity of thought' your team brings and how you can best harness this by accommodating their different styles and needs	60 mins	15
4. <a href="#">Everyday Inclusive Behaviours</a>	Share practical actions everyone can take to make the workplace more inclusive	65 mins	19
5. <a href="#">Practicing GDI</a>	Consolidate your team's understanding of everyday inclusive behaviours	1 hour and 50 mins	23
6. <a href="#">Tackling Inappropriate Behaviours</a>	Equip your team with approaches to address inappropriate 'excluding' behaviour in the workplace	50 to 70 mins	32
7. <a href="#">Everyday Inclusion Action Plan</a>	Create an individual action plan for your team members to build commitment to new behaviours	15 to 20 mins	37

## Suggested Session Plans

All activities apart from Activity 7 (Everyday Inclusion Action Planning) can be used as a stand-alone session. While they can be completed in any order, we have presented them in this Workbook in a logical flow – moving from basic awareness, to building understanding, to sharing practical tips.

Activity 7 can be used in conjunction with all other sessions as a way of capturing individual actions and commitments at the end of each activity.

Below are a range of suggested session plans based on how much time you wish to spend:

Session Length	Suggested Activities
30 minutes session	Activity 1: Team Inclusion
1-hour session	Activity 1: Team Inclusion Activity 2: Why GDI matters
2-hour session	Activity 1: Team Inclusion Activity 2: Why GDI matters Activity 3: Accommodating Diversity
4-hour session	Activity 1: Team Inclusion Activity 2: Why GDI matters Activity 3: Accommodating Diversity Activity 4: Everyday Inclusive Behaviours Activity 6: Tackling Inappropriate Behaviours

## Managing Difficult Conversations

When talking about difficult subjects, there may be differences of opinion between team members. This is normal. Here are some suggestions of how to manage this:

*If the team member does not see or believe in the benefits of GDI:*

- For some, this may be the first time they have thought about GDI and it is simply a case of raising awareness and sharing the information from the [Diversity Toolkit](#).
- Those who are naturally sceptical or critical thinkers may need to see the details for themselves before they are convinced. In this case, reassure them that everything shared is backed by credible research, and offer to send them a link to the toolkit so they can review and check all the sources and relevant research.
- While thankfully rare, there may be those for whom no amount of facts or data will shift their perceptions. Recent research suggests that employees are more likely to take action on social issues when they are presented in moral terms — aligning with the organization's values and mission. Equality or "fairness" is one of the most powerful shared beliefs in most cultures: a belief that everyone should have a fair shot and be able to make the most of their lives and talents. Remind them that GDI is central to CGIAR's organisational values.

*If the team member feels personally disadvantaged or threatened by CGIAR's GDI plans*

- For many people, this may be the first time they have thought carefully about their own identity. In many societies, inequities mean women, people of color, religious minorities, people living with disabilities, and LGBTQ+ people are constantly reminded of their differences. Men, white people, able-bodied people, and straight people may not be prompted to think actively about their masculinity, whiteness, able-bodied status, or heterosexuality. Being from a 'majority' group is often described as being privileged and one of the functions of privilege is rarely having to think about identity. Conversations about inequality may lead someone from the majority to feel that the group they belong to is being blamed or attacked, and to get defensive. They may also feel that there is a shift in power that will disadvantage them personally in the future.
- Reduce the sense of threat by creating a safe space to explore these topics and enable them to ask uncomfortable questions without fear of retribution. Agree as a group that any question is allowed, that everyone should listen respectfully and that everyone should resist reacting defensively. Focus the group on helping to build each other's understanding, rather than judging each other.
- Ensure the group recognises that no individual is expected to represent their group, as there are as many differences within a group as there are between groups.
- Some people may mistakenly think that GDI is a zero-sum game, a threat of taking power away from one group and giving it to another. Emphasize equality – that this is not about favouring one group over another, but providing equal access to opportunities for everyone to succeed and thrive in the workplace.
- Ensure that no individual is excluded from the conversation and leaves feeling that diversity and inclusion is for minority groups only. The aim is to include everyone. If they are from a majority group, they have an important role to play in using that power to create a more inclusive organisation.
- Be kind. Recognise that when you are used to privilege, a focus on diversity and inclusion can make you feel like you are being disadvantaged.

*If a team member does not see a need to change – "why fix what is not broken?"*

- Share that the world is changing and what got us to where we are today will not get us to where we want to be in the future.
  - o It is the right thing to do – there is a moral imperative and it is linked to CGIAR core values.
  - o It's the smart thing to do – share the many benefits from the inclusion tool kit. Two key aspects worth highlighting are the impact on improved innovation and our ability to attract the best new talent.
  - o We have made a clear and public commitment to advance GDI. It is expected by our staff, board, funders and partners. We are part of a global community working to making a positive difference, and that starts in our workplaces.

*If a team member becomes emotional:*

- For those who have experienced inequality, discrimination or consistent daily micro-aggressions, this may be the first opportunity they have had to share their experiences and express their views. This may lead to some emotion.
- Crying is a natural physiological response when someone feels hurt, disappointed, sad, or has expectations that weren't met. Allow the person to take a moment when tears come to their eyes. Calmly wait for them to signal they are ready to move on. Generally, if you tell a person to take their time and calmly sit in silence, they will let you know when they're ready to move on. If you have a tissue available, offer it. Recognize that even if they are upset, they may not wish to be hugged or touched.
- Anger can also be a natural reaction to information people didn't want to hear. Whether they are mad at themselves or others, give them a moment to express themselves. Let them vent to release the steam – but make it clear that it is not appropriate to blame or attack anyone else.
- Once calmer, use reflective listening: when someone tells you something, you simply reflect back to them what they have said.

*If a team member is disrespectful or dismissive of others' experiences with GDI:*

- If a particular team member is disrupting meetings and not following the agreed ground rules, we recommend that you take action. Pull aside the team member and make it clear that participation in the session is contingent on following the ground rules. In a private conversation, you will also be able to more directly understand and address their issues with the session and talk through any discomfort they may have. Ideally, this individual will be able to reintegrate with the team and become a full participant in subsequent meetings.

## Inclusive Language

We can unintentionally exclude people through our use of language. Here are some simple tips for more inclusive language:

- When addressing mixed gender groups, "guys" is not gender neutral and using it to mean "people" assumes that the normal, default human being is male. Use 'people', 'folks', 'team'.
- When addressing a group of female colleagues avoid calling them 'girls' (as they are adult women) and also 'ladies' (this term prescribes that women act in accordance to traditional, socially acceptable feminine behaviour). The term 'women' is fine.
- Use person-first constructions that put the person ahead of their characteristics, e.g., instead of "a female scientist," use "a woman in our science team."
- Mention characteristics like gender, sexual orientation, religious beliefs, racial group or ability only when relevant to the discussion.
- When speaking about disability, avoid phrases that suggest victimhood, e.g. "afflicted by," "suffers from," "confined to a wheelchair".
- If you are not sure, ask! Use language that reflects peoples' choice and style in how they talk about themselves.
- Make your own preferred choice of pronouns clear – you can add them to your email sign off – learn more in this [GDI Pronoun Guide](#).

## Ground rules for all sessions

Discussing diversity and inclusion can be challenging for some people, so we need to create a safe environment for discussing topics such as racism, sexism, and ageism. Before any activity, it is important as a team to agree on some clear guidelines for participation that encourage openness, sharing, and understanding. We would suggest the following:

- Listen respectfully, without interrupting.
- Listen actively, seeking to understanding others' views.
- Criticize ideas, not individuals.
- Avoid blame, speculation, and inflammatory language.
- Allow everyone the chance to speak.
- Avoid assumptions about any individual, or generalizations about social groups. Do not ask individuals to speak for their (perceived) social or identity group.
- If you have something to say, you should feel comfortable saying it.
- Respect each other's privacy – some things may be shared that we would prefer not to be shared outside the session.
- Respect another person's rights to freely express their opinion without fear of retribution.



# Activities

## Activity 1: Team Inclusion

 <p><b>Purpose</b></p>	<p>A short activity that encourages participants to remember a time when they felt included in and excluded from a group.</p> <p>Use this to help your team better understand what inclusion and exclusion feel like.</p>
 <p><b>Group size</b></p>	<p>4-8 people.</p>
 <p><b>Timing</b></p>	<p>20 minutes.</p>
 <p><b>Materials</b></p>	<p>No materials.</p>
 <p><b>Instructions</b></p>	<ol style="list-style-type: none"> <li>1. Ask team members to think of a time when they were in a group and they felt like an outsider – they felt different from everyone else. This can be at work or in their social life. They do not need to write it down or share it – but give them a few moments to think about a concrete time. Do not be nervous by the silence while they think! – allow 2 minutes</li> <li>2. Ask them to think and write down one word – just one word – to describe the emotion they felt. – 1 minute</li> <li>3. Next ask team members to think of a time when they were in a group where they felt like an insider – everyone was similar to them. This can be at work or in their social life. They do not need to write it down or share it – but give them a few moments to think about a concrete time – 2 minutes</li> <li>4. Ask them to think and write down one word – just one word – to describe the emotion they felt. – 1 minute</li> <li>5. Ask them to turn to the person sitting next to them and in pairs (or a group of 3 if there is an odd number) discuss their two scenarios and the way they felt. – 5 minutes</li> <li>6. Go around the room and ask each person for the word they used to describe how they felt when they belonged. Remind them that it is just one word – capture on one side of a flipchart. Then go around</li> </ol>

the room and ask for the word they used to describe how they felt when they did not belong. Remind them that it is just one word – capture on flipchart – 3 minutes

7. Discuss as a group – ask your team what they notice about the words used – 5 minutes
8. Conclude by saying:
  - a. that you hope this exercise will help them understand better what it feels like to be included in or excluded from the workplace
  - b. that there will be times when all of us will find ourselves either in the majority or in the minority
  - c. when we are in the majority, we should make an extra effort to be sensitive to and actively include those in the minority
  - d. you hope this exercise will motivate individuals to work to create a more inclusive workplace where everyone feels they belong. – 1 minute.

## Activity 2: Why GDI Matters

 <p><b>Purpose</b></p>	<p>An interactive activity that encourages your team to think of the benefits of Gender, Diversity and Inclusion.</p> <p>Use this to build your team’s awareness of the case for gender equity, diversity and inclusion. The interactivity of this exercise engages people to come up with their own rationale for why GDI matters. In listening to each other, it also expands their understanding and creates common ground.</p>
 <p><b>Group size</b></p>	<p>4-8 people.</p>
 <p><b>Timing</b></p>	<p>30 minutes.</p>
 <p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>- One printed copy of the <a href="#">GDI Diversity Toolkit</a></li> <li>- Flipchart/Whiteboard and markers</li> </ul>
 <p><b>Instructions</b></p>	<ol style="list-style-type: none"> <li>1. Introduce the exercise and set some <a href="#">ground rules</a></li> <li>2. Share (write on flipchart, PPT or just share verbally) the CGIAR definitions of Diversity and Inclusion from the GDI Diversity Toolkit – 2 minutes</li> </ol> <p><i>The CGIAR definition of diversity is ‘the fact or quality of being different; having a variety’.</i></p> <p><i>When we use the term to talk about our workplaces, what we mean is the understanding, acceptance, and value that is placed on the differences between co-workers. These differences may be either inherent (i.e. we are born with them or into them) such as our ethnicity, race or sex, or they can be acquired, such as our education or industry experience.</i></p> <p><i>The CGIAR definition of Inclusion is “a dynamic state of operating in which diversity is leveraged to create a welcoming, fair, healthy, and high-performing organization or community.”</i></p> <p><i>When we talk about creating an “inclusive environment” we mean one that ensures equitable access to resources and opportunities for all, and that enables individuals and groups to feel safe, respected, engaged, motivated, and valued for who they are. It is an environment</i></p>

*where people invite, encourage, and incorporate different perspectives, ideas and experiences.*

3. Ask the group what they think are the benefits to CGIAR of having a more diverse and inclusive workplace. Capture all the comments and thoughts on a flip chart (or interactive whiteboard if doing virtually).

Ask what the benefits could be to this team from having more diversity and inclusion. Encourage debate – when someone makes a comment ask the rest of the team if they agree or not – 18 minutes

4. Summarize the key comments by clustering similar ideas together under the headings from the GDI Diversity Toolkit:

- ⇒ Access to a bigger talent pool
- ⇒ Employee Retention
- ⇒ Building Employer Reputation
- ⇒ Improved innovation
- ⇒ Improved creativity, critical thinking and complex problem solving
- ⇒ Improved organisational performance

Feel free to share some of the research or studies from the toolkit as examples or evidence. – 10 minutes

## Activity 3: Accommodating Diversity

 <p><b>Purpose</b></p>	<p>An activity that explores the 'diversity of thought' each of your team members brings, and how you can best harness their unique strengths.</p> <p>Use this to build the team's awareness and understanding of the diversity of thinking each team members brings, and how they can all best harness this by accommodating their different styles and needs.</p>
 <p><b>Group size</b></p>	<p>4-8 people.</p>
 <p><b>Timing</b></p>	<p>60 minutes.</p>
 <p><b>Materials</b></p>	<p>One printed <a href="#">handout</a> for each of the participants</p>
 <p><b>Instructions</b></p>	<ol style="list-style-type: none"> <li>1. Introduce the session, your motivation for doing it and set some <a href="#">ground rules</a>. Below is a suggested script. Please edit this to personalise it, using your own words so you are not just reading a script. You can also use this text in your email invitation to the team when setting the meeting up: - 2 minutes <ul style="list-style-type: none"> <li>- <i>"Gender diversity and inclusion is a core value for CGIAR and something I also personally value.</i></li> <li>- <i>This is a fairly new area for me and I'm still learning, but it is something I am committed to getting better at.</i></li> <li>- <i>If we want individuals to perform at their best, we have to make sure that everyone feels able to do so, that no-one feels excluded or less valued because of their race or gender or any other aspect of their identity.</i></li> <li>- <i>At a team level, I would like to improve my understanding of the unique diversity we all bring, consider how I can better harness this diversity, and ensure you all feel fully included in the workplace and this team.</i></li> <li>- <i>This exercise is designed to help me get a better understanding of who you all are and how you work best.</i></li> <li>- <i>I want you all to know that this is a safe space. I hope that you feel comfortable sharing –please share only what you are happy to share.</i></li> <li>- <i>I ask that we all respect one another by listening carefully and agreeing that what we share here stays private to our team"</i></li> </ul> </li> </ol>

2. Share the hand-out (see below – you can also share the example if you think this useful). Ask team members to complete. Complete the handout for yourself also. –10 minutes
3. Go one-by-one and share, starting with yourself in order to model the behaviour. How honest and open you are will set the tone for the rest of your team members. Read out your own responses and invite questions or comments – 5 minutes
4. Then, starting from the person next to you, go one-by-one and ask each team member to share and encourage questions and comments. Take one or two notes for each person (make clear that notes will not be shared outside of the room and are for your use only) - 30 minutes (approx. 4 mins per person)
5. At the end summarise (using your notes) what you have heard and what the implications might be to how you manage the team. Ask the team for their thoughts and inputs and for any solutions to challenges that may have been raised. – 15 minutes

TIP: Try not to be defensive or jump to any snap decisions – but agree with your team that you will go away and consider everything carefully and come back to them with a response.

EXAMPLE: Let's say that two team members are parents who drop their kids off at school before coming to work and they share that they find attending meetings before 9am very stressful and difficult. Agreeing that in the future all team meetings will be scheduled between 10am and 3pm may be a potential solution but you may need time to consider all the implications before committing to this decision.

6. Follow up with one-on-one meetings with individuals if things were raised that are particular to them. Follow up with a team meeting for any insights or changes you will make as to how you manage the team as a whole.

**HANDOUT: ACCOMMODATING DIVERSITY TEAM EXERCISE**

<p style="text-align: center;"><b>I AM</b></p> <p>Who I am and what makes me unique</p>	<p style="text-align: center;"><b>I AM NOT</b></p> <p>The stereotypes or assumptions others often make about me that are wrong</p>
<p><b>AT WORK, I AM AT MY BEST WHEN</b></p> <p>Description of the team dynamics and/or working conditions that work best for me</p>	<p><b>AT WORK, I STRUGGLE WHEN</b></p> <p>Description of the team dynamics or working conditions that do not work for me</p>
<p><b>MY UNIQUE CHALLENGES</b></p> <p>The challenges I think are unique to me in working in this team</p>	<p><b>TO GET THE BEST OUT OF ME IN THIS TEAM I NEED:</b></p> <p>What help I need from this team to ensure I can do my best work</p>

**HANDOUT: ACCOMMODATING DIVERSITY TEAM EXERCISE (EXAMPLE)**

<p style="text-align: center;"><b>I AM</b></p> <p>Who I am and what makes me unique</p>	<p style="text-align: center;"><b>I AM NOT</b></p> <p>The stereotypes or assumptions others often make about me that are wrong</p>
<p>I'm English but I grew up in many different countries. I speak 3 languages. I'm married and a mother of four kids. I am not religious although I was raised as a Christian. I'm a vegan.</p>	<p>Many people think that English people are arrogant and snobby – I came from a fairly poor background, so I feel I'm the opposite of this. They also think that English people get sunburnt easily and can't dance – neither of these are true about me! People also assume that I may not be ambitious or want to have a successful career because of being a Mum – but my husband does not work so I am the primary bread winner and my family depends on my career success. Because I'm blond, some people assume I am stupid.</p>
<p style="text-align: center;"><b>AT WORK, I AM AT BY BEST WHEN</b></p> <p>The team dynamics and/or working conditions that work best for me</p>	<p style="text-align: center;"><b>AT WORK, I STRUGGLE WHEN</b></p> <p>The team dynamics and/or working conditions that do not work for me</p>
<p>I like to work alone or in small teams. I need time to think before I speak. I prefer talking to someone face to face than sending emails. I work best when my work and home life are not making competing demands on me.</p>	<p>I struggle to attend meetings or conferences that take place at weekends or are late at night as these are the only times I see my children.</p> <p>When people make assumptions about what I am capable of based on a false understanding. In my last team I was not given stretched assignments or considered for an overseas posting because everyone assumed as a working mother I could not cope or would not be able to travel.</p>
<p style="text-align: center;"><b>MY UNIQUES CHALLENGES</b></p> <p>The challenges I think are unique to me in working in this team</p>	<p style="text-align: center;"><b>TO GET THE BEST OUT OF ME IN THIS TEAM I NEED:</b></p> <p>The help I need from this team to ensure I can do my best work</p>
<p>I'm an introvert so I find big meetings difficult and find speaking up and making myself heard challenging. I don't think that it helps that I have a quiet voice.</p> <p>As a vegan, when we have team lunches, I often cannot eat anything.</p> <p>For some reason I get cold easily and I always find the air conditioner is on way too high at work – but others feel it is just right for them.</p>	<p>Please make time to ask all team members (even the quiet ones) what they are thinking and allow them to speak without interruption – this way I can make my contribution.</p> <p>Please don't make funny comments about what I'm eating or suggest that I think the food provided is not good enough for me, it makes me self-conscious and I feel embarrassed.</p> <p>I'd love to be able to swap desks to work away from the air conditioner unit.</p>

## Activity 4: Everyday Inclusive Behaviours

 <p><b>Purpose</b></p>	<p>This interactive activity shares 5 practical behaviours that each of your team members can practise that will help build a more inclusive workplace.</p> <p>Use this to encourage and inspire your team members to take practical, simple actions every day to make the workplace more inclusive.</p>
 <p><b>Group size</b></p>	<p>4-8 people.</p>
 <p><b>Timing</b></p>	<p>65 minutes.</p>
 <p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>- A laptop and projector to share the <a href="#">5 Practical Tips for Everyday Inclusion</a> or one print out per participant</li> <li>- Print out of the <a href="#">5 Practical Tips template</a></li> <li>- Pens and paper for all participants</li> </ul>
 <p><b>Instructions</b></p>	<ol style="list-style-type: none"> <li>1. Introduce the exercise and set some <a href="#">ground rules</a> - 3 minutes</li> <li>2. Share the CGIAR definitions of Inclusion to remind everyone of how we define inclusion– 2 minutes <ul style="list-style-type: none"> <li><i>The CGIAR definition of Inclusion is "a dynamic state of operating in which diversity is leveraged to create a welcoming, fair, healthy, and high-performing organization or community."</i></li> <li><i>When we talk about creating an "inclusive environment" we mean one that ensures equitable access to resources and opportunities for all, and that enables individuals and groups to feel safe, respected, engaged, motivated, and valued for who they are. It is an environment where people invite, encourage, and incorporate different perspectives, ideas and experiences.</i></li> </ul> </li> <li>3. Start with the first tip "<b>Be open minded</b>" and share the slide or printed handout. Give every participant a copy of the template. Ask your team to work in pairs (or groups of three) and: <ol style="list-style-type: none"> <li>a. Read the slide together</li> <li>b. Discuss the tip and if the suggested activities seem applicable and practical?</li> <li>c. Are there any other ideas or tips the group have come across before, or can think of?</li> <li>d. Each person is asked to pick just one thing they are committed to doing and capture it on their template. - 10 minutes</li> </ol> </li> </ol>

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|  | <ol style="list-style-type: none"><li>4. Repeat the same exercise for all five areas. For each area ask your team members to work with a different person(s). After each tip area ensure they have filled in their template. - 40 minutes (10 minutes for each tip)</li><li>5. Come together as one group and go person-by-person and ask them to share their commitments. Remember to include yourself – 10 minutes.</li></ol> |
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## HANDOUT: EVERYDAY INCLUSIVE BEHAVIOUR 5 PRACTICAL TIPS



### Be open-minded

**The first step towards being more inclusive is to be more open-minded to/about people who are different from you**

- Start by being mindful. Become more aware of who you spend time with.
- In your next meeting, intentionally sit next to someone with whom you would not usually sit.
- Once a week, try to have lunch or coffee – or a virtual catch-up – with someone with whom you do not usually spend time.



### Engage with difference

**Be more receptive to the diversity of thought that different people can bring. Tap into their diverse perspectives.**

- When looking for feedback, advice or input, try seeking out someone who you believe will have different points-of-view from your own.
- When sharing your work, rather than defending your ideas, say “tell me more...” or ask “what is wrong with my idea?”
- In your next team meeting, be more mindful of who you listen to and who you dismiss.



### Use inclusive language

**Become more aware of the language you use and how it impacts on others.**

- Always put the person ahead of their characteristics e.g. “a woman in our science team” rather than “a female scientist”.
- When addressing or referring to a group of female colleagues, avoid calling them “girls”. The term “women” is fine. For mixed gender groups, the term “guys” is not gender neutral. Try using “people” or “folks” instead.
- Ask others what pronouns they would like you to use.



### Amplify new and different voices

**Intentionally amplify new and different voices so they are heard and included.**

- In your next meeting, make a conscious effort to ensure all voices are heard. If someone is interrupted or their contribution ignored, try to bring attention to this. Say “(name) made a good point earlier, I would like to hear more.”
- Write an email to bring attention to an idea from someone you do not usually champion.
- Become a mentor or sponsor of someone from an under-represented group. Whatever your level, it is never too soon to mentor someone.



### Call it out

## Call it out when you see others behaving in a non-inclusive way.

- Next time you hear someone speaking in a non-inclusive way, assume good intent but let them know the impact of what they have said. Offer alternative phrases as appropriate.
- If someone says something offensive – to you or someone else – simply repeat back to them what they have said. Slowly.
- If someone says or does something inappropriate, ask them to explain why they said/did it.

### 5 PRACTICAL TIPS TEMPLATE

	I commit to...
Be Open Minded	
Engage with difference	
Use inclusive language	
Amplify new and different voices	
Call it out	

## Activity 5: Practicing GDI

 <p><b>Purpose</b></p>	<p>This activity reviews seven workplace GDI mini-cases and asks your team members what action they should take.</p> <p>Use this to consolidate your team’s understanding of everyday inclusive behaviours.</p>
 <p><b>Group size</b></p>	<p>4-8 people.</p>
 <p><b>Timing</b></p>	<p>1 hour and 50 minutes. The session can be done in less time if you cover fewer cases – there are six cases and each takes approximately 15 minutes.</p>
 <p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>- A laptop and projector to share the <a href="#">7 GDI Mini-cases</a>, or one print out per participant</li> <li>- One print-out of the <a href="#">case study answers</a> and responses for your use</li> <li>- Pens and paper for all participants</li> </ul>
 <p><b>Instructions</b></p>	<ol style="list-style-type: none"> <li>1. Introduce the exercise and set some <a href="#">ground rules</a> - 3 minutes</li> <li>2. Share the CGIAR definitions of Inclusion to remind everyone of how we define inclusion– 2 minutes <ul style="list-style-type: none"> <li><i>The CGIAR definition of Inclusion is "a dynamic state of operating in which diversity is leveraged to create a welcoming, fair, healthy, and high-performing organization or community."</i></li> <li><i>When we talk about creating an "inclusive environment" we mean one that ensures equitable access to resources and opportunities for all, and that enables individuals and groups to feel safe, respected, engaged, motivated, and valued for who they are. It is an environment where people invite, encourage, and incorporate different perspectives, ideas and experiences.</i></li> </ul> </li> </ol> <ol style="list-style-type: none"> <li>1. Start with the first mini-case and share it on the screen or in the handout. Ask your team to work in pairs (or groups of three) and read the slide together: <ol style="list-style-type: none"> <li>a. Discuss the scenario – is this something they have ever experienced or witnessed?</li> <li>b. Discuss why it matters – is this an issue and if so why or why not?</li> <li>c. Discuss what one could do if they witnessed this scenario – 5 minutes</li> </ol> </li> </ol>

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|  | <ol style="list-style-type: none"><li>2. Come together as a group and hold an open discussion, asking participants to contribute and share the output of their discussion.<ol style="list-style-type: none"><li>a. You do not need to go one-by-one but do make sure that everyone has been heard</li><li>b. Check whether anyone has a different point of view</li><li>c. End by sharing the answers and response – 10 minutes</li></ol></li><li>3. Repeat for all six mini-cases. Ask participants to work with different team members for each case – 1 hour and 15 minutes</li><li>4. To wrap up, ask participants to consider what they learned. Alternatively wrap up with Activity 7 'Everyday Inclusion Action Plan'.<ol style="list-style-type: none"><li>a. Ask them to think about just one thing they will do differently going forward and share with the group – 15 minutes</li></ol></li></ol> |
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## HANDOUT: 7 GDI MINI-CASES

### Mini Case 1:

Someone suggests that a woman on your team be given a big, high profile project and a colleague says "I don't think this is a good time for her since she is having baby"

### Mini Case 1: Why it matters and what to do

**Why it matters:** It is making an assumption on the woman's behalf that denies her the opportunity to learn and grow. It also makes it less likely that the organization will retain and grow female talent.

**What to do:** Remind the colleague that this could be a career enhancing project for the woman and it should be her decision about whether she feel she wants to take it or not.

### Mini Case 1: Reaction to possible responses

**A:** Agree with them – it is good inclusive behavior to look out for young mothers and make sure they are not taking on too much



**Response:** As well intentioned as this may seem, making an assumption on the woman's behalf denies her the opportunity to learn and grow. It also makes it less likely the organisation will retain and grow female talent.

**A:** Disagree but say nothing as you don't want to embarrass your co-worker



**Response:** We all have a responsibility to make our workplaces more inclusive and if we don't speak out then change will never happen. A non-confrontational way to address this is to ask a question to the whole meeting and not directly at the co-worker who said it. You could say 'Do we not think it should be her decision about whether she feels she wants to take it or not?' If you feel too uncomfortable reminding your co-worker in the meeting, then seek them out afterwards and have a one-on-one conversation

**A:** Remind the colleague that this could be a career enhancing project for the woman and it should be her decision about whether she feel she wants to take it or not.



**Response:** Correct! Making an assumption on the woman's behalf denies her the opportunity to learn and grow. It also makes it less likely the organisation will retain and grow female talent.

## Mini Case 2:

You work in a large office in your home country with a lot of expats. A co-worker from your country confides in you "I just find it easier working with people like us, who come from here"

### Mini Case 2: Why it matters and what to do

**Why it matters:** Your co-worker's preference for working with someone like themselves – consciously or unconsciously – overlooks talented people from elsewhere. This can lead to people missing out on career opportunities, the organization missing out on the diversity of thought that different talents can bring, and your co-worker may miss out on the chance to work with and learn from someone who thinks differently from them.

**What to do:** A comment like this can signal that your co-worker undervalues the contribution of people not like them. You can ask "what makes you think that?" When people are asked to explain themselves, it can lead them to re-evaluate their position. You can also share your own perspective "I've had great experiences working with overseas talent, it pushes me to think differently and brings fresh perspectives that provide better solutions"

### Mini Case 2: Reaction to possible responses

**A:** You agree with them – it is much easier and quicker to work with someone like yourself.



**Response:** A preference for working with someone like themselves – consciously or unconsciously – overlooks talented people from elsewhere.

**A:** Disagree but say nothing as you don't want to embarrass your co-worker



**Response:** We all have a responsibility to make our workplaces more inclusive and if we don't speak out then change will never happen. A non-confrontational way to address this is to either ask them to explain themselves (as this can lead them to re-evaluate their position) or share your own perspective e.g. "I've had great experiences working with overseas talent, it pushes me to think differently and brings fresh perspectives that provide better solutions".

**A:** Ask them why they think this.

**Response:** Correct! This can lead them to re-evaluate their position.



**A:** Share your own perspective "I've had great experiences working with overseas talent, it pushes me to think differently and brings fresh perspectives that provide better solutions".



**Response:** Correct! This is a great non-confrontational way to model more inclusive behaviours.

### Mini Case 3:

In a meeting, a woman strongly disagrees with a man about how to approach a problem. He says "We can't talk about this anymore. You are getting too emotional."

### Mini Case 3: Why it matters and what to do

**Why it matters:** In a healthy workplace, debates happen all the time and lead to better solutions and outcomes. Shutting debate down robs CGIAR of diversity of thought. Labelling a woman as emotional diminishes her standing and signals to other women that they should avoid disagreeing or speaking freely.

**What to do:** Speak up. You could say "I think [name] makes a good point and we should consider it. You could also say "she doesn't seem too emotional to me". If you are feeling brave you can 'flip it' and say "I'm not sure we would be describing her reaction as emotional if she were a man – she is just respectfully disagreeing".

### Mini Case 3: Reaction to possible responses

**A:** Speak up and say that you think she was making a good point and did not seem too emotional to you.



**Response:** Correct! If you are feeling brave you might even consider 'flipping it' and saying "I'm not sure we would be describing her reaction as emotional if she were a man – she's just respectfully disagreeing".

**A:** Disagree but say nothing as you don't want to embarrass your co-worker



**Response:** We all have a responsibility to make our workplaces more inclusive and if we don't speak out then change will never happen. A non-confrontational way to address this is to say "I think [name] was making a good point and we should consider it". You could also say "she doesn't seem too emotional to me."

**A:** Speak up and say "I'm not sure we would be describing her reaction as emotional if she were a man – she is just respectfully disagreeing".



**Response:** Correct! 'Flipping it' can be a simple and powerful way to get someone to reassess their point of view and to recognize their bias.

**A:** You agree with him.



**Response:** in a healthy workplace, debates happen all the time and lead to better solutions and outcomes. Shutting debate down robs CGIAR of diversity of thought. When men disagree, they are rarely described as emotional. Labelling a woman as emotional diminishes her standing and signals to other women that they should avoid disagreeing or speaking freely.

## Mini Case 4:

Some of the men in your project team tend to stay behind after the working day, often going out to a café nearby. Zain, a new father, always declines their invitation and goes home. His colleagues tease him, suggesting that he is not a real man because he does not join them. Invitations are not given to the women in the team.

### Mini Case 4: Why it matters and what to do

**Why it matters:** In a healthy workplace, colleagues perform at their best when they feel accepted and included. Deliberate exclusion hurts people. It impacts their careers, team dynamics and our shared success. Respect for all is expected.

**What to do:** Speak up. Do what you can to help people see when they are acting in a way that is hurtful or deliberately excludes people. Suggest practical ways to solve the problem.

### Mini Case 4: Reaction to possible responses

**A:** Join in with the teasing – it's only banter after all.



**Response:** The behavior of the men in the project team is excluding not only Zain, but also the women in the team. It is important that we actively recognize exclusion when it is taking place, so in this situation we can speak up and offer an alternative suggestion which is more inclusive. We all have a responsibility to make our workplaces more inclusive, and if we don't speak out then change will never happen.

**A:** Say nothing. It's his choice if he doesn't want to join. Women probably wouldn't come even if they were invited.



**Response:** It is important that we actively recognize exclusion when it is taking place, so in this situation we can speak up and offer an alternative suggestion which is more inclusive. We all have a responsibility to make our workplaces more inclusive, and if we don't speak out then change will never happen.

**A:** Speak up and suggest that some of the café sessions could happen at lunchtime so that Zain, and all other colleagues, can join in.



**Response:** Correct! It is important that we actively recognize exclusion when it is taking place. We all have a responsibility to make our workplaces more inclusive, and if we don't speak out then change will never happen.

## Mini Case 5:

Someone from a minority racial group suggests an idea in a meeting and it falls flat and is ignored. A few minutes later someone else suggests the same idea and everyone thinks it's a brilliant idea.

### Mini Case 5: Why it matters and what to do

**Why it matters:** Giving credit for ideas is important because it validates contributions and it can get employees noticed. When people don't feel heard they can stop speaking up and sharing their views. If their contribution goes unheard it can impact on their career advancement and visibility. It makes them feel like they don't belong and that their thoughts are not valued. It also robs the organization of the great ideas and different perspectives that diversity brings.

**What to do:** You can remind everyone where the idea came from, "I think [name] made that point a few moments ago. It's great that you picked up on it – I'd like to hear more from [Name] on this." Advocating for minority co-workers can get them noticed and their contribution heard.

### Mini Case 5: Reaction to possible responses

**A:** Ignore it – this happens all the time to everyone, it doesn't really matter.



**Response:** Research shows this happens more to people in the minority. Giving credit for ideas is important because it validates contributions and it can get employees noticed. When people don't feel heard they can stop speaking up and sharing their views. If their contribution goes unheard it can impact on their career advancement and visibility. It makes them feel like they don't belong and that their thoughts are not valued. It also robs the organization of the great ideas and different perspectives that diversity brings.

**A:** Acknowledge it but don't do anything – the person whose idea it was should speak up for themselves.



**Response:** It is unfair to place the expectation on the employee whose idea was stolen. But you can remind everyone where the idea came from by saying "I think [name] made that point a few moments ago. It's great that you picked up on it – I'd like to hear more from [name] on this." Advocating for co-workers who are in minority groups makes you an ally. It shows respect. It shows that all voices are valued and welcomed.

**A:** Remind everyone where the idea came from.



**Response:** Correct! Advocating for co-workers who are in minority groups makes you an ally. It shows respect. It shows that all voices are valued and welcomed. It is an example of anti-racist behavior when you use your privilege to make space for others, and you challenge actions that can marginalize or negate racial minorities.

## Mini Case 6:

You decide to mentor someone because they remind you of yourself.

### Mini Case 6: Why it matters and what to do

**Why it matters:** Good mentors can make a big difference. But because people tend to unintentionally gravitate towards people like themselves, it puts others at a disadvantage and means they miss out on support. It can mean the organization loses out on fostering talented employees.

**What to do:** Be aware of the risks and be thoughtful in your choices. Consider proactively reaching out to mentor someone who is different from you. This is a great way to foster and support all talent.

### Mini Case 6: Reaction to possible responses

**A:** Recognize that this may not be the best way to select a mentee.



**Response:** Correct! Be aware of the risks and be thoughtful in your choices. Consider proactively reaching out to mentor someone who is different from you. This is a great way to foster and support all talent.

**A:** Continue with your decision – it's normal to want to support people who are like you.



**Response:** Good mentors can make a big difference to a mentee's career. But because people tend to unintentionally gravitate towards people like themselves, it puts others at a disadvantage and means they miss out on support. It can mean the organization loses out on fostering talented employees. When you commit to progress talent from all backgrounds, especially those in a minority in your workplace, you are actively cultivating diversity and inclusion.

## Mini Case 7:

You are talking to Abena, a woman of color on your team. She is a senior team lead, and the most senior person onsite. A white co-worker from another team, who you know well, joins you. The co-worker ignores your colleague of color and asks "where's the boss?".

### Mini Case 7: Why it matters and what to do

**Why it matters:** This happens to women more than men, and to women of color most of all. Being mistaken for a more junior employee can feel disrespectful and humiliating. These are called racial 'micro-aggressions' and can add up and promote further exclusion.

**What to do:** Kindly correct the co-worker by introducing your senior team lead by her actual title. If it feels appropriate, add something about the important role she is playing in the organization. When you have a private moment, you may wish to give feedback to your co-worker on their behavior.

### Mini Case 7: Reaction to possible responses

**A:** Ignore it – it was probably a genuine mistake and nothing to be concerned about.

 **Response:** This happens to women more than men, and to women of color most of all. Being mistaken for a more junior employee can feel disrespectful and humiliating. These are called racial 'micro-aggressions' and over time can add up. They make an employee feel disrespected and more likely to leave.

**A:** Acknowledge it but don't do anything.

 **Response:** We all have a responsibility to make our workplaces more inclusive, and if we don't speak out then change will never happen. Kindly correct the co-worker by introducing your senior team lead by her actual title. If it feels appropriate, add something about the important role she is playing in the organization. When you have a private moment, you may wish to give feedback to your co-worker on their behavior.

**A:** Politely correct the co-worker by introducing them to Abena and stating her actual title.

 **Response:** Being mistaken for a more junior employee can feel disrespectful and humiliating. These are called racial 'micro-aggressions' and over time can add up. If it feels appropriate, add something about the important role she is playing in the organization. When you have a private moment, you may wish to give feedback to your co-worker on their behavior.

## Activity 6: Tackling Inappropriate Behaviours

 <p><b>Purpose</b></p>	<p>Creating an inclusive workplace requires action from all of us. But many of us see excluding behaviour and do nothing about it – why is this? This activity helps people to reflect on their own behaviour, understand what influences their reactions, and consider the most appropriate ways to respond to inappropriate behaviours on the part of others.</p>
 <p><b>Group size</b></p>	<p>4-8 people.</p>
 <p><b>Timing</b></p>	<p>50 – 70 minutes.</p>
 <p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>- A visual of the model (on a slide or as a handout or part of a worksheet)</li> <li>- <a href="#">Worksheet</a> for each participant</li> <li>- <a href="#">‘Top tips’ handout</a> for each participant</li> <li>- Flipchart</li> <li>- Projector and screen (if available)</li> </ul>
 <p><b>Instructions</b></p>	<ol style="list-style-type: none"> <li>1. Explain that the activity helps us to:             <ul style="list-style-type: none"> <li>• explore how we respond to inappropriate behaviours in others;</li> <li>• better understand how our responses are influenced by our emotions; and</li> <li>• identify ways to respond more proactively to inappropriate behaviour we observe and/or experience (2.5 mins)</li> </ul> </li> <li>2. Introduce the activity by explaining that:             <p>An essential aspect of challenging inappropriate behaviours is understanding how we react to situations as and when they arise. Immediate reactions link very strongly to our feelings – anger, indifference, discomfort, helplessness, bewilderment. Our immediate reactions influence our subsequent behaviours – the better we understand this, the more we are able to respond not just to our emotions, but to our sense of what is right and wrong. (2.5 mins)</p> </li> <li>3. Share an example (15 mins)             <ul style="list-style-type: none"> <li>• (think about this beforehand so that you can know what you want to say)</li> <li>• Use a typical example of inappropriate behaviour (or generate one from the group if you feel this would land well). Keep it simple: examples could include unfair allocation of work, individuals being excluded from important meetings/events because of their working patterns, use of inappropriate language, ‘jokes’, rumours, innuendos.</li> </ul> </li> </ol>

- Having shared or identified an example of inappropriate behaviour, ask the group to suggest all the possible responses to that behaviour. Reassure participants that there are no right or wrong answers, you're just trying to get them to think about the range of potential responses. Keep probing until you get a range of responses that would fit into the three behaviours in the model below ('colluder', 'bystander', 'challenger'). Note the responses on flipchart.
- Share the *Possible Reactions* model (next page), linking the behaviours to the suggestions received from the group.

4. Explain that participants now have the opportunity to reflect on their own experience, using the *Where do you stand?* model.

- Distribute the worksheet
- Ask participants to work individually to populate the worksheet with an example from their own experience (10-15 minutes)
- Once everyone has an example on their worksheets, ask them to work in pairs, sharing as much as they feel able of their own experience (10-15 mins)
- Emphasise that this is not about identifying previous behaviours, it is about identifying more positive (*Challenger*) behaviours to positively affect our responses from now on. Also reflect on the discomfort that individuals can feel when they themselves are in a minority but want to be able to challenge inappropriate behaviour in someone from the majority group. Emphasise the importance of maintaining the relationship, as well as looking after yourself.
- Bring the discussion to a close, asking participants to share examples of ways in which they can adopt and demonstrate more Challenger behaviours (10 mins)

# WORKSHEET: WHERE DO YOU STAND?

## Colluder



### Thinks:

I want to be part of the 'in' group. I don't want to be a killjoy or left out.

### Behaves:

Laughs, agrees, accepts poor behaviour and joins in the banter.

## Bystander



### Thinks:

This is nothing to do with me, I don't want to get involved. Why should I?

### Behaves:

Ignores the behaviour and does nothing.

## Challenger



### Thinks:

I am also accountable if, by doing nothing, I allow the behaviour to continue.

### Behaves:

Shows courage in the moment and is influential in creating positive change.

1. Reflect on the model above.
2. Think about a time when you witnessed excluding or non-inclusive behaviour
3. Respond to the questions below:

What happened?

- 
- 
- 

What did you do?

- 
- 
- 

How did it make you feel?

- 
- 
- 

Did you respond as a...

*Tick the appropriate box*

- Bystander
- Colluder
- Challenger

If you did not respond as a Challenger, why not? What stopped you?

- 
- 
- 

On reflection, what could you have done differently to become a Challenger?

- 
- 
-

## **HANDOUT: TOP TIPS FOR DEALING WITH INAPPROPRIATE BEHAVIOURS**

**It's never easy to respond when a colleague has behaved inappropriately. Here are some top tips for raising these issues without jeopardising your working relationship.**

### **Be confident with your concerns**

It can be easy to stop ourselves raising concerns by minimising their importance. For example, we may tell ourselves we are 'just being silly', we are 'being too sensitive' or 'it's not such a big deal'. These thoughts are counterproductive because the fear keeps you from being courageous. If the issue is negatively impacting you or someone else or if there are consequences to not raising the issue, then it's important. Be clear about the reasons why you are initiating the conversation.

### **Focus on the behaviour**

Let the person know that it is their behaviour that is upsetting or concerning you. Be careful not to label the person, as this can result in them becoming defensive. Counter their defensiveness by distinguishing the problem from the person and invite their input in how to address the issue. For example instead of saying 'you're racist/homophobic/sexist', you could say 'when you use words like that it makes me feel uncomfortable, I would prefer it if you didn't refer to x in those terms in future'.

### **Be clear and specific**

Anxiety about how someone might react can lead to messages being 'watered-down'. We may give a lot of positive feedback in amongst the negative, or we might talk generally to a group about behaviour that bothers us without speaking directly to the person involved. The risk is that your message will not be heard by them. Say what you sincerely believe needs to be said, even if you know the person you are speaking to may not like hearing it. Share what it is you want to say and be sure to phrase it in a way that is respectful towards that person.

### **Listen**

This can sometimes be the hard part because people can be defensive or angry after hearing your concerns and feedback. They may deny that there's an issue and even convince you it's 'all in your head'. Before you launch into your opinion of the situation, listen first. Don't interrupt, explain, justify or defend. There are always two sides to a story and there will be time to respond later.

### **Respond calmly**

Depending on how the person has reacted to your concerns remaining calm can be tricky. However, focus on clarifying the factual accuracies of what the person has said. Their feelings are subjective, and you can't change these.

The person may be angry with you for some time. Confidently re-state your concerns, but remember if you begin to feel upset, call a "time out". You have to manage your own emotions first before you can respond well to others.

You may need some time to think about what each other has said before you come to a resolution or compromise. Remember that you can always seek guidance from your GDI Focal Point, or CGIAR's GDI Function.

## Activity 7: Everyday Inclusion Action Plan

 <p><b>Purpose</b></p>	<p>A short activity to encourage participants to reflect on the learning from today's activities, and to identify action they will take as a result.</p>
 <p><b>Group size</b></p>	<p>4-8 people.</p>
 <p><b>Timing</b></p>	<p>15-20 minutes. (if time is tight, encourage participants to identify their learning at this stage, and to set aside time beyond the session to determine the actions they will take as a result of what they have learned)</p>
 <p><b>Materials</b></p>	<p><a href="#">Everyday Inclusion Action Plan</a></p>
 <p><b>Instructions</b></p>	<ul style="list-style-type: none"> <li>• Ask individuals to spend some time (5 to 10 minutes) reflecting on their learning from the session</li> <li>• As they are reflecting, they should note down on the worksheet their strengths and areas for development – specifically as they relate to Diversity and Inclusion (5 to 10 minutes)</li> <li>• The next stage is about maximising and building upon strengths, as well as minimising or eliminating weaknesses. Using the worksheet, individuals should note down at least one action in each section (start / stop / continue). If there is time, encourage participants to note down 3 actions in each section (otherwise this will be 'homework')</li> <li>• Invite participants to share in the group – at least one each of start / stop / continue (5 to 10 minutes)</li> </ul>

## ACTION PLAN: EVERYDAY INCLUSION

Having participated in learning around Gender, Diversity and Inclusion, what do you feel are your strengths?

- 
- 
- 

What are your areas for development?

- 
- 
- 

An essential component of becoming more inclusive is to continually assess and review both your confidence and your competence in this area. Populate the three action areas below to help you build upon your strengths and minimise any weaknesses you have identified.

### START

- 1.
- 2.
- 3.

### STOP

- 1.
- 2.
- 3.

### CONTINUE

- 1.
- 2.
- 3.

# LEARN MORE ABOUT THE CGIAR SYSTEM GDI FUNCTION:



Visit our [webpage](#) to learn more about the **GDI Framework** and **Action Plan**.



Consider joining one of our **Employee-Led Resource Groups**.



Visit the **GDI Knowledge Hub** – a one-stop shop for GDI tools and training.



View the **GDI Dashboard** which shares information on our workforce, as well as the **GDI Matrix**, which shows our progress towards achieving our GDI vision.



For the latest updates, visit our **LinkedIn** page, and sign up to receive our guides.



Contact **CGIAR's System GDI Function** for expert support, guidance, training and tools in support of achieving our shared GDI vision.



Learn more about CGIAR's **Gender Research Platform**.