



LEADERSHIP  
**BEING AN ETHNICITY ALLY**

**MY WORKBOOK**

[INVESTINGINETHNICITY.ORG/GUINNESS1](https://investinginethnicity.org/guinness1)

NAME

## CONTENTS & AIMS

### SESSION 1: ACKNOWLEDGE.....PAGE 4

- Acknowledging where you have privilege
- Defining what constitutes racism and how racism presents itself at work
- Understanding your part in changing culture and commitment

### SESSION 2: ACTION.....PAGE 10

- Learn how to identify microaggressions and racist 'banter' in your teams
- Start to de-centre yourself when you're called out for microaggressing
- Interrupting microaggressions with positive outcomes

### SESSION 3: ACCOUNTABILITY.....PAGE 14

- Grasping terminology and applying empathetic listening techniques to foster racial inclusion
- Identifying institutional (and systemic) racism at work and interrupting it
- Making your commitments: defining what an anti-racist leader looks like and how to operate

### ALL RESOURCES.....PAGE 20

## YOUR JOURNEY STARTS HERE...



## YOUR RESOURCES

**THE MICROSITE**

**Visit the microsite: [click here](#)**

The microsite includes the following:

- **Programme and session information, workbook:** feedback forms and video recordings of the session with wrap-up notes (after each session)
- **Guinness resources:** reports and information
- **Resources to accompany the programme:** videos, reading, podcasts and the Investing in Ethnicity Allies Toolkit and how to operate it
- **The anonymous clinic:** This is designed for you to give us feedback and ask any questions you have throughout the programme and beyond

**THE WORKBOOK**

**PLEASE USE THIS WORKBOOK ALONGSIDE SESSIONS BUT ALSO USE IT TO KEEP AN ACCOUNT OF YOUR COMMITMENTS AND THE AREAS YOU HAVE COMPLETED THROUGH OUR CHECKLIST**

- The workbook can be edited using Adobe Acrobat or similar software
- Useful resources and hyperlinks are included in workbooks to take you to video content and further resources
- My commitment, checklist, journals and general resources are found at the back of this workbook.

**OUR SUPPORT**

**OUR TEAM ARE ON HAND TO ANSWER ANY QUESTIONS YOU HAVE, EITHER ANONYMOUSLY OR DIRECTLY, OVER EMAIL.**

Get in touch:

- Ask us anything on the anonymous clinic, found on the microsite
- Give us your feedback for each session, found on the microsite
- Email us at [allies@investinginethnicity.com](mailto:allies@investinginethnicity.com)

## SESSION 1: ACKNOWLEDGE

### PRE-WORK 1: (TWO-MINUTE EXERCISE)

#### 1. HOW DO YOU DEFINE RACISM?

> Without looking it up, how would you define racism? Add your definition in the adjacent box

**RACISM (n.)** *my definition*

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#### 2. LOOK UP THE DEFINITION

> Now look up a definition of racism in a dictionary



Q what is racism? X

Google Search

I'm Feeling Lucky

**RACISM (n.)** *dictionary definition*

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### START THE JOURNEY...

- Check out the microsite and some of the resources on it.
- Let us know through the anonymous clinic if there are any key areas you want to understand better and we'll integrate them into the next session or reply directly.

### PRIVILEGE (n.)

The automatic benefits or rights of one particular group over others based on a social characteristic or identity, e.g. age, gender, race, sexual orientation, physical ability, etc.

### EXTRA RESOURCES



### PRIVILEGE

Video:

[What is privilege?](#)

The long read:

*How to Argue with a Racist: History, Science, Race and Reality* by Adam Rutherford

**BREAKOUT 1** (FIVE MINUTES)

**THE SOCIAL IDENTITY WHEEL**

Our identities can be fixed or transient and some parts of them are self-defined.

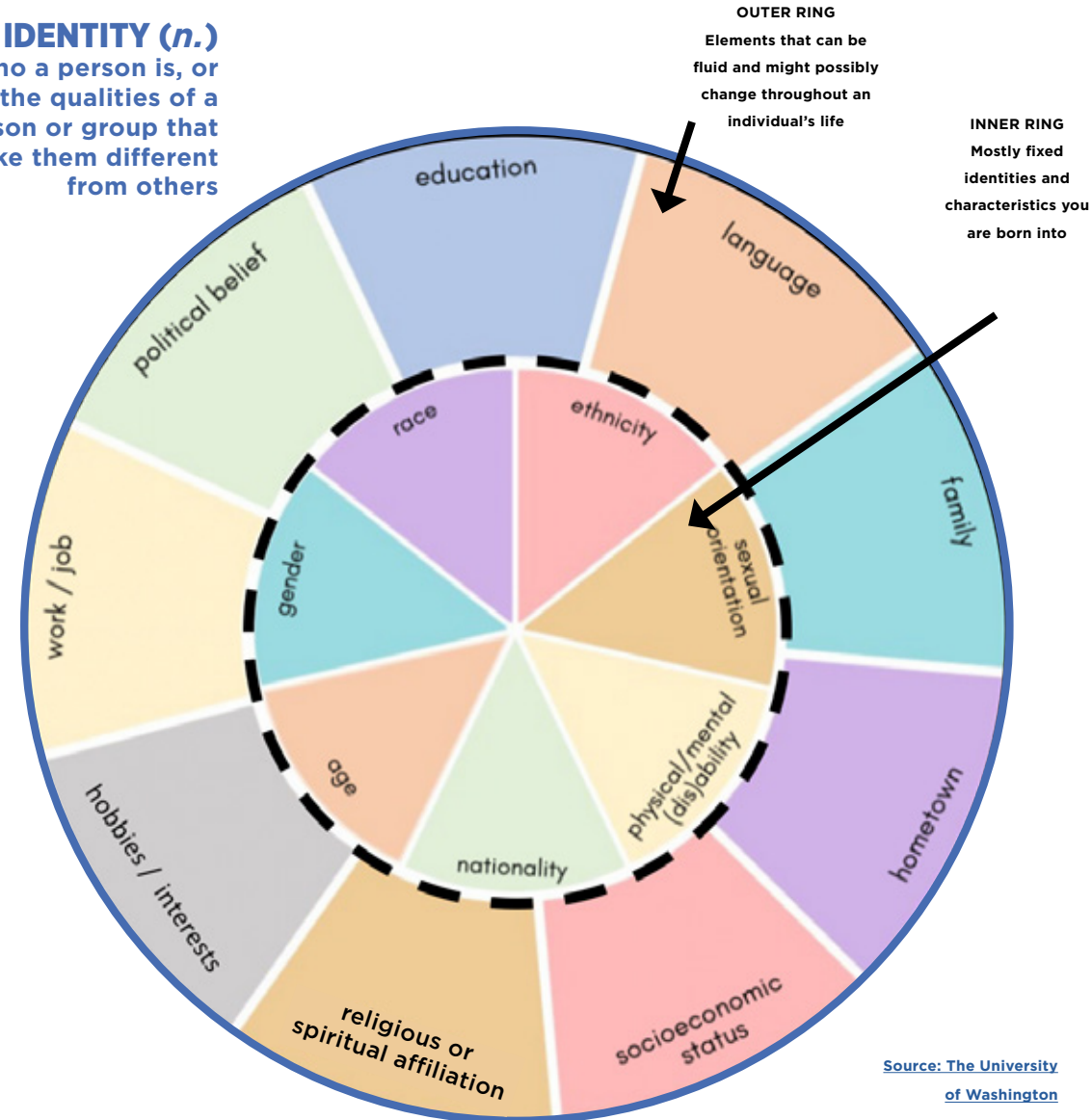
**THINK ABOUT:**

- Which identities do you associate with the most? E.g. 'gender' = male, 'education' = university, 'family' = divorced with kids
- Which inner ring and outer ring identities you feel are relevant to you
- Which identities you think about frequently

**FILL IN THE FORM BELOW:**

- Which of these identities are an advantage or disadvantage at work? Which are part of 'normative' or marginalised groups?

**IDENTITY (n.)**  
Who a person is, or the qualities of a person or group that make them different from others



Source: The University of Washington

**MY AREAS OF :**

👍 ADVANTAGE	👎 DISADVANTAGE

## BREAKOUT 2

(WITHIN SESSION 1: CONTINUED ON NEXT PAGE)

SELECT ONE PERSON WHO WILL SHARE YOUR GROUP'S MAIN POINTS OF DISCUSSION AFTER THIS BREAKOUT SESSION

(10 MINUTES)

### INTRODUCTION

Remember, when introducing yourself, please don't forget to tell everyone your name and your pronouns (he/his, she/her, they/them or a combination of these).

As the breakout is only 10 minutes long, you may not all get the chance to speak aloud, but please write your thoughts and comments in the chat box to share with the group.

## BREAKOUT 2: AREAS OF RACISM WITHIN THE WORKPLACE

PLEASE READ OUT THE FOLLOWING STATEMENTS AND DISCUSS IF THESE ARE PREDOMINANTLY MACRO OR MICRO

- A. PAKISTANI AND BANGLADESHI WOMEN EXPERIENCE THE LARGEST AGGREGATE PAY GAP WITH WHITE MEN AT 26.2% (FAWCETT SOCIETY DATA)
- B. YOU GO STRAIGHT TO YOUR EAST ASIAN COLLEAGUES WHEN YOU NEED HELP WITH NUMERIC OR COMPUTER PROBLEMS
- C. A PREDOMINANTLY WHITE, MALE SPORTS COMPANY HAS A POLICY TO PRIORITISE REFERRALS OVER OTHER RECRUITMENT OPTIONS
- D. A COMPANY ORGANISES THEIR SUMMER PARTY ON ROSH HASHANAH (JEWISH NEW YEAR) EVERY YEAR
- E. IF YOU HAVE A 'BRITISH' ACCENT YOU ARE GOING TO BE DEEMED MORE CAPABLE AND INTELLIGENT THAN SOMEONE WITH AN 'ETHNIC' ACCENT
- F. AN ORGANISATION HAS NO CLEAR PROCESS FOR SELECTING AN INTERVIEW PANEL. WHOEVER IS AVAILABLE ON THE DAY!
- G. A WHITE PERSON PASSES OFF A PIECE OF WORK COMPLETED BY A BLACK CO-WORKER AS THEIR OWN, NO MENTION OF CONTRIBUTIONS

### MACRO:

#### SYSTEMIC

**What:** history, economics, healthcare

**Who:** the whole of society

#### INSTITUTIONAL

**What:** laws, policies, practices, standards

**Who:** governments, workplaces, schools

## SYSTEMIC

## INSTITUTIONAL

## INTERNALISED

## INTERPERSONAL

### MICRO:

#### INTERNALISED

**What:** (un)conscious bias

**Who:** the individual

#### INTERPERSONAL

**What:** racist acts, behaviours, microaggressions

**Who:** person to person

**BREAKOUT 2** (WITHIN SESSION 1)

**SELECT ONE PERSON WHO WILL SHARE YOUR GROUP'S MAIN POINTS OF DISCUSSION AFTER THIS BREAKOUT SESSION**

**(10 MINUTES)**

THINK ABOUT

Identify areas where you feel racism and discrimination may exist in your workplace:

MACRO

■ Systemic

- Think about the perceived status quo, the historical and legacy reputation of your organisation and how this affects ethnic minority people.

■ Institutional

- Think about your organisation's systems, policies and procedures

MICRO

■ Internalised

- Think about how perceived stereotypes and biases have affected ethnic minority groups in the workplace

■ Interpersonal

- Think about unwanted behaviours and language that have been used in the workplace

**BREAKOUT 2: AREAS OF RACISM WITHIN THE WORKPLACE**

**IDENTIFY AREAS THAT MIGHT BE CONSIDERED RACIST OR DISCRIMINATORY WITHIN YOUR WORKPLACE...  
DISCUSS AS A GROUP WHICH AREA OF THE FOUR DIMENSIONS OF RACISM THIS FALLS UNDER**

**MACRO: SYSTEMIC**

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**MACRO:  
INSTITUTIONAL**

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**MICRO:  
INTERNALISED**

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**MICRO:  
INTERPERSONAL**

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## MY ACKNOWLEDGE COMMITMENT PART 1

Please complete your commitments.

Use the Toolkit to give examples and choose areas of commitment that you can take back to the workplace.

**TAKE A COUPLE OF MINUTES TO REFLECT ON WHERE YOU'VE SEEN RACISM WITHIN YOUR WORKPLACE AND THINK ABOUT WAYS YOU CAN HELP INTERCEPT THESE AREAS**

(TWO MINUTES)

### THE WORD 'ALLY' IS A VERB

Angela Davis said: "It's not enough to be non-racist, be actively anti-racist." Doing nothing makes you complicit. Consider your role within your organisation and how you can actively support your colleagues.

### ALLY (v.)

**Actively use your privilege to end other less privileged groups' oppression and/or remove barriers they face when it comes to opportunities**



### MY COMMITMENT: ACKNOWLEDGE

LIST THREE AREAS YOU WOULD LIKE TO RESEARCH AND LEARN MORE ABOUT

NAME \_\_\_\_\_

I COMMIT TO RESEARCH THE FOLLOWING THREE TOPICS:

	TOPIC AREA	RESEARCH
1		
2		
3		



## MY ACTION COMMITMENT PART 1



### MY COMMITMENT

LIST FIVE THINGS FROM TODAY THAT YOU COULD SHARE WITH OTHERS

NAME \_\_\_\_\_

I COMMIT TO SHARE THE FOLLOWING FIVE TOPICS:

TOPIC	HOW WILL I SHARE THIS?

**Please complete your commitments.**

Use the Toolkit to give examples and choose areas of commitment that you can take back to the workplace.

### START CONVERSATIONS

Get comfortable with conversations by talking about what you've learned today with your colleagues and teams.



#### EXTRA RESOURCES

#### RESOURCES PAGE

[InvestingInEthnicity.org/genesis1](https://InvestingInEthnicity.org/genesis1)

Video:

[Investing in Ethnicity Ally Video](#)

The long read:

[Investing in Ethnicity's Ally Toolkit](#)



## BREAKOUT 1 (EIGHT MINUTES)

SELECT ONE PERSON WHO  
WILL SHARE YOUR GROUP'S  
MAIN POINTS OF DISCUSSION  
AFTER THIS BREAKOUT  
SESSION

(EIGHT MINUTES)

### INTRODUCTION

Remember, when introducing yourself, please don't forget to tell everyone your name and your pronouns (he/his, she/her, they/them or a combination of these).

As the breakout is only eight minutes long, you may not all get the chance to speak aloud, but please write your thoughts and comments in the chat box to share with the group.

## BREAKOUT 1: SPOTTING AND DISCUSSING WHY THESE ARE MICROAGGRESSIONS

IF YOUR GROUP NUMBER IS AN ODD NUMBER, PICK SET A.  
IF YOUR GROUP NUMBER IS AN EVEN NUMBER, PICK SET B

**A**

- "But where are you *really* from?"
- Avoiding giving feedback or performance managing
- "Your new hair looks very professional"

**B**

- "Sankalp? Tricky name. I'll call you Sam"
- Being mistaken for hospitality at a work event
- "You're so articulate!"

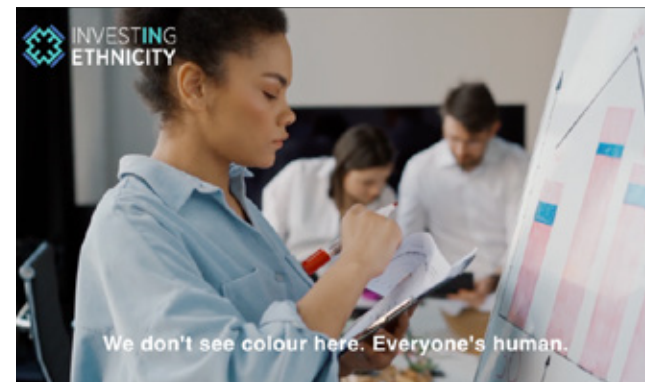
## BREAKOUT 2 (12 MINUTES)

SELECT ONE PERSON WHO  
WILL SHARE YOUR GROUP'S  
MAIN POINTS OF DISCUSSION  
AFTER THIS BREAKOUT  
SESSION

(10 MINUTES)

### BREAKOUT 2: INTERRUPTING A MICROAGGRESSION

AS A GROUP, PLAY EACH VIDEO AND DETERMINE: WHAT MICROAGGRESSION(S) ARE TAKING PLACE?  
WHAT MIGHT BE THE BEST WAY TO RESPOND?



THINK ABOUT

- How you reach your desired outcome
- Who else is in the room
- Power dynamics and identities

## MY ACTION COMMITMENT PART 2



### MY COMMITMENT

LIST FIVE THINGS FROM TODAY THAT YOU COULD SHARE WITH OTHERS

NAME \_\_\_\_\_

I COMMIT TO SHARE THE FOLLOWING FIVE TOPICS:

TOPIC	WHAT ACTIONS CAN I TAKE? HOW WILL I SHARE THIS?

**Please complete your commitments.**

Use the Toolkit to give examples and choose areas of commitment that you can take back to the workplace.

### START CONVERSATIONS

Get comfortable with conversations by talking about what you've learned today with your colleagues and teams.



#### EXTRA RESOURCES

#### RESOURCES PAGE

[InvestingInEthnicity.org/genesis1](https://InvestingInEthnicity.org/genesis1)

Video:

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The long read:

[Investing in Ethnicity's Ally Toolkit](#)

**BREAKOUT 1A** (10 MINUTES - CONTINUED)

**MORAL**

Need: acknowledgement of beliefs

- I understand what you're saying and I also see how it could be viewed differently
- How might your personal experiences be influencing your perspective?
- How are other people affected?

**EMOTIONAL**

Need: acknowledgement of feelings

- Would you be comfortable telling me more?
- What I hear you saying is...

**BREAKOUT 1: THE COURAGEOUS CONVERSATION COMPASS**



Adapted from: Singleton, G. E. and Linton, C. (2006). *Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools*. Thousand Oaks, CA: Corwin.

**INTELLECTUAL**

Need: information or data

- Here's some more info:
- These are resources you can look at:
- The impact is...
- Can you give me a recent example of what you're describing?
- Can you give me some background to the situation?
- How might your personal experience be influencing you?

**SOCIAL**

Need: to problem-solve

- Are others ready to move forward?
- How should we proceed / be inclusive?
- What would it take to move the needle?
- How can I best support you?
- Shall we do a brief implications assessment?

## BREAKOUT 1B (10 MINUTES)

(10 MINUTES)

### SCENARIO:

A member of your organisation (Persona A) has come to you (Persona B) to talk about discrimination they feel they are facing from their line manager.

Persona A example: "I need to speak to you about a recent incident and the continuous challenges I'm facing at work..."

Think about areas of the compass (page 14)

### Practice empathetic listening:

■ Moral example: "I have been working for the organisation for over 20 years and know/believe there is a lack of support"

NB: Justifications of one's moral views may be seated in the "gut" and may not be verbally articulated.

■ Emotional example: "I'm feeling excluded and undermined."

## BREAKOUT 1B: CONVERSATIONS AND EMPATHETIC LISTENING

### IN PAIRS:

TAKING IT IN TURNS, SET A TIMER FOR TWO MINUTES. ONE PERSON WILL SPEAK FOR THE FULL TWO MINUTES WHILE THE OTHER REMAINS SILENT. USE THE SCENARIO OR YOUR OWN.



### PERSON A:

For 2 minutes, expand on the scenario (left) or recount a time you feel you were treated unfairly

### PERSON B:

When the two minutes are up, spend up to one minute recounting back what you just heard.

Now, switch places.

**BREAKOUT 2** (10 MINUTES)

SELECT ONE PERSON WHO WILL SHARE YOUR GROUP'S MAIN POINTS OF DISCUSSION AFTER THIS BREAKOUT SESSION

(10 MINUTES)

THINK ABOUT

■ How does each type of bias affect diversity within the workplace?

■ What can be done to interrupt each type of bias for different processes?

**BREAKOUT 2: COMMON BIASES**

AS A GROUP, NAME EACH BIAS AND DISCUSS HOW IT COULD AFFECT AN INTERNAL PROCESS (I.E. STRETCH ASSIGNMENTS, HIRING, BELONGING, ETC.)



S\_\_\_\_\_ (10)  
Bias

■ Clue: favouring people you share things in common with, especially if they're a 'mini-me'



H\_\_\_ (4) & H\_\_\_ (4)  
Bias

■ Clue: letting one positive or negative element shine or overshadow all else



S\_\_\_\_\_ ING (12)

■ Clue: widely held, oversimplified views that can easily lead to perpetrating microaggressions



S\_\_\_\_\_ (9)  
Bias

■ Clue: policies, processes, systems, algorithms, etc. tend to benefit those who designed/created them



## BREAKOUT 3 (10 MINUTES)

### TARGETS FOR GUINNESS INCLUDE:

- INCREASING THE BLACK AND MINORITY ETHNIC COMPOSITION OF OUR BOARD AND LEADERSHIP TEAM TO 20% BY 2025
- AT LEAST 20% BLACK AND MINORITY ETHNIC RECRUITS FOR OUR APPRENTICESHIPS AND GRADUATE SCHEMES BY 2025

### (10 MINUTES) THINK ABOUT

■ How could processes and structures change to:

- > Make roles more accessible and less exclusionary
- > Equitably 'level the playing field' for ethnic minority progression
- > In what capacity can you influence the above?

■ What more could you do, as leaders, to:

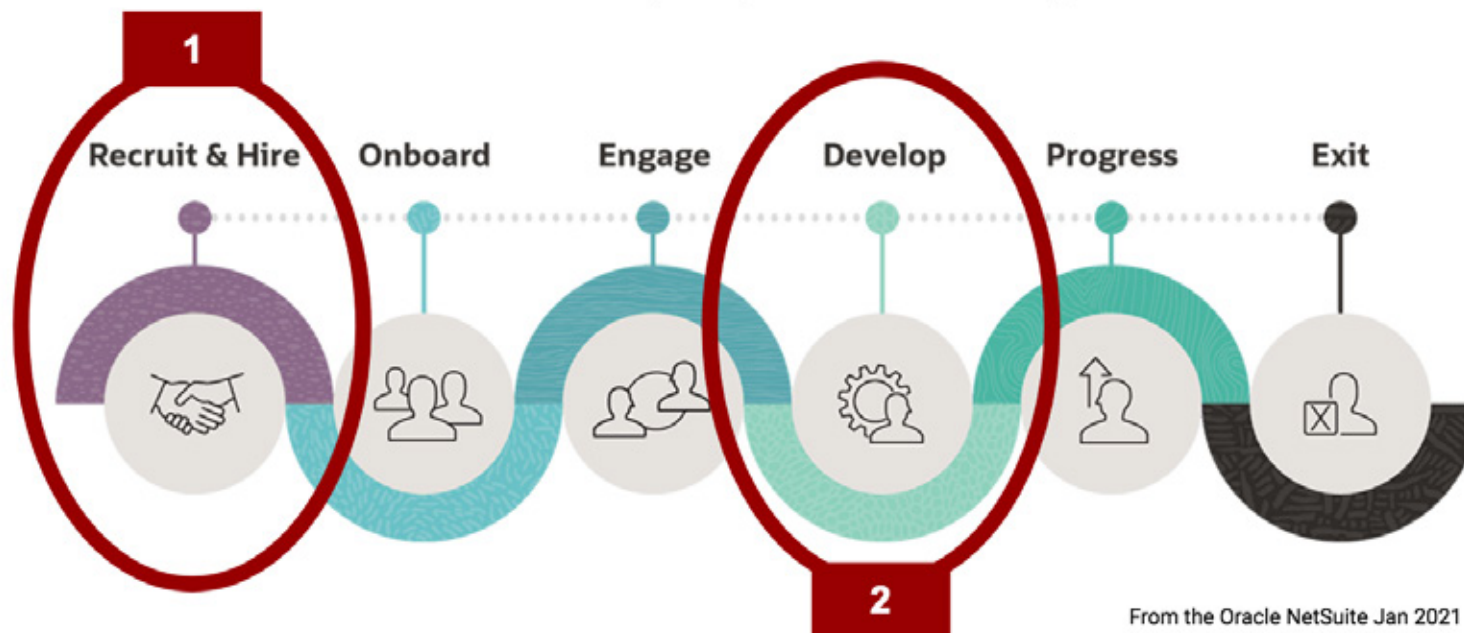
- > Show wider recognition of ethnic minority staff's work
- > Act as catalysts for minority employees' career progression
- > Ensure ethnic minority staff are fairly considered for opportunities

## BREAKOUT 3: INTERCEPT THE EMPLOYEE JOURNEY

AS A GROUP, DISCUSS AREAS OF THE EMPLOYEE JOURNEY WHERE ETHNIC MINORITY EMPLOYEES HAVE FACED CHALLENGES OR BARRIERS TO PROGRESSION? WHAT CAN YOU AS INDIVIDUALS, A GROUP OR AN ORGANISATION DO TO COUNTERACT THESE BARRIERS?

NEXT! Start thinking about your commitments

### The Employee Journey



## MY COMMITMENTS

(CONTINUOUS &  
ONGOING EXERCISE)

> Complete your Anti-racist Leadership Commitments. The prompts are there to guide you, but feel free to create your own!

Heads up: we will expect you to share this with your whole cohort at the final workshop (either on stage or via chat)

> Revisit your previous commitments

### PERSONAL GROWTH

Example: commit to revisit your programme notes and recap on areas you are unsure about. Ask any questions you have on the anonymous clinic. Practice identifying microaggressions.

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### MY TEAM

Example: commit to discuss your journey/experience of the BAME Ally Programme with your LT team and for all your BU to attend the BAME Ally Programme

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### MY ORGANISATION

Example: commit to discuss your journey/experience of the Ally Programme on a slot at an open mic or town hall for the full BU

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### OUTSIDE OF WORK

Example: commit to share some of your learnings with a friend outside of work and educate them on what anti-racism entails

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**ACKNOWLEDGE YOUR  
FEELINGS, PHYSICAL  
SENSATIONS, THOUGHTS**

Please record any feelings, physical sensations and thoughts you might be experiencing as we face some confronting and uncomfortable ideas.

**CHALLENGE  
YOUR  
THOUGHTS**

**I FEEL  
SOMETHING**

**IT'S  
UNCOMFORTABLE**



**SIT IN THE  
DISCOMFORT**



**ACKNOWLEDGE  
IT**

**MY DISCOMFORT JOURNAL**

**FEELING/PHYSICAL SENSATION/THOUGHT**

**WHAT CAUSED IT?**

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## Anti-Racism Action Plan 2020

### Data – measuring and reporting our impact

- Run campaigns to encourage more people to fill out their race and ethnicity (and other diversity) data. (Target - 90% data completeness Q4) **Comms/HR**
- Set up Employee Lifecycle reporting framework to be delivered quarterly. Where possible (ie where there is meaningful and reliable data) report at a more granular level than BAME / non-BAME. (Target – quarterly reporting in place from Q4) **Engagement**
- Publish ethnicity pay gap data (with meaningful and reliable data) to the Board and more widely internally. (Target – annually in line with gender pay gap reporting, from April 2021) **Reward**
- Integrate targets into Everyone Strategy and allocate responsibility through objectives to the Leadership team. (In time for mid-year reviews 2020/21) **D&I SG / ET**

### Championing Diversity

- Continue to encourage colleague engagement and opportunities to educate people about the experience of different peoples, including racism and its impact (using the Grid, Black History Month, etc). (Target – discussion at least monthly) **Comms**
- Hold regular (at least quarterly) Race & Ethnicity Conversations open to all colleagues. (Target – Conversations held on a quarterly basis) **Engagement**
- Make race and ethnicity a regular agenda item for the Executive Team and Leadership Team. (Target – for ET meetings, quarterly with immediate effect. For Leadership Team, every six months) **ET**
- Increase the racial and ethnic diversity of the D&I Steering Group, reviewing the TORs as necessary. (Target – recruit at least two additional BAME colleagues to the Group by 31 December 2020) **D&I SG**
- Increase the diversity of the Staff Fora, introducing at least two additional places and reserving these for BAME colleagues, reviewing the TORs as necessary. (Target – recruit at least two additional BAME colleagues to each forum by 31 December 2020 if no TGPL elections are held) **Engagement**
- Create a resource list of books and articles about identity people can refer to for education. (Target – introduce a microsite for the Grid by Q3 2020) **L&D**

### A Culture where everyone feels they belong

- Expand our D&I training to include anti-racism, unconscious bias and microaggressions. (Target – to be completed by Q3 2020) **L&D**
- Ensure all management training addresses anti-racism, unconscious bias and microaggressions. (Target to be complete by Q4 2020) **L&D**
- Develop a toolkit for Race Fluency and anti-racism to support colleagues to have open conversations about race and racism. (Linked to microsite Q3 2020) **L&D**
- Introduce mentoring and reverse mentoring for underrepresented groups. (Target- to be in place by Q4 2020) **L&D**
- Create a safe space for people to discuss concerns about discrimination and/or racism. (Target – introduce an email address for colleagues to ask race specific question or raise race specific concerns in the workplace, with immediate effect) **Engagement/Comms**

### An organisation where everyone can succeed

- Introduce proportional representation in training, graduate programmes, apprenticeships and work experience opportunities. (Target- Q4 2020/21 to implement with an aim to have at least 20% BAME representation for apprenticeships, Work experience and graduate programmes by 2025) **L&D**
- Integrate the development of underrepresented groups into succession planning. (Target- Q4 2020/21 proposal to be sent to ET) **Senior HR Managers/L&D**
- Investigate targeted development programmes for BAME (and other underrepresented groups). (Target- recommendations to be presented by end of Q3) **Procurement**

### Attracting diverse talent

- Design and display vacancies where they can attract the widest pool of suitable candidates possible. (Target- Q3 2020/21 a full list of all recruitment sources including specialist and a strategy for when they are used based on existing representation) **Recruitment**
- Ensure selection methods cater to people with diverse needs and use varied selection methods and monitor impact. (Target- Q3 to produce reporting) **Recruitment**
- Focus on diverse recruitment shortlists for all roles with particular focus on senior positions such as the Board and Leadership teams (Target- Q3 2020/21 Regular quarterly monitoring reports demonstrating diverse shortlists and exception reporting where this hasn't occurred. Target 20% BAME representation for Leadership roles by 2025) **Recruitment**

### Supply Chain

- Ensure that a demonstrable commitment to race equality is included in all tender evaluation by way of formal scoring. (Target- Formal scoring in place by Q4 subject to legal review) **Procurement**
- Ensure suppliers have the relevant policies and procedures in place to tackle racism supporting them when needed. (Target- annual reporting to demonstrate compliance and where support is provided a high-level action plan which includes timelines subject to legal review) **Procurement**
- Audit the top 250 suppliers to ensure they have robust race equality policies, procedures and action plans. (Target- annual audit complete Q1 2021/22) **Procurement**
- Publish the number of Black (and other minority-led) suppliers in our top 250 list. (Target Q2 2021/22) **Procurement**
- Develop a training programme for small businesses including those owned by Minority Ethnicities on how to submit tenders. (Target Q1 2021/22) **Procurement**

everyone

### 1. ACKNOWLEDGE

Listen and educate yourself on different perspectives, cultures and identities.

### 2. ACTIONS

Arm yourself with the tools to interrogate and interrupt.

### 3. ACCOUNTABILITY

Hold yourself, others and your organisation to account.

## THE ALLIES CHECKLIST: AWARENESS (SESSION 1: ACKNOWLEDGE)

#### THE ALLY CHECKLIST

It's time to get on the same page. Everyone within an organisation should be an ally.

#### AWARENESS

The start of your journey may be uncomfortable, but the more you learn and understand, the more confident you'll feel when approaching conversations and situations.

Recognise the various areas where you benefit from privilege

Do the research yourself. Don't ask a Black, Asian or minority ethnic person to teach you. (See Further Reading, page 21, or on our [website](#))

Learn how to feel comfortable talking about race by engaging in conversations about it. If you are talking with a Black, Asian or minority ethnic person about racism, acknowledge the toll that the discussion may take on them

Learn how to be okay with being uncomfortable. Getting it wrong, apologising and accepting criticism is not easy

Accept that you are an active participant in a systemically discriminatory society, which means that consequently we all can have unconscious behaviours or bias

Take the time to understand your own unconscious bias (see page 10)

Learn what microaggressions are and how to challenge them (see pages 11-14)

Believe and value the lived experience of minority ethnic people

Recognise when you are centring yourself in a conversation about race

Understand that reading and research alone doesn't make you anti-racist

## MANAGERS AND RECRUITERS: ACTION (SESSIONS 2 AND 3: ACTION)

### THE ALLY CHECKLIST

It's time to get on the same page. Everyone within an organisation should be an ally.

#### MANAGERS AND RECRUITERS: ADVOCATE ACTIONS

Being in a line manager or recruitment role has its own set of responsibilities. Read our article on being a [better people leader](#).

Convey that you are an approachable manager who empathetically listens and check in with members of staff	<input type="checkbox"/>
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Learn more about what your organisation is doing on the ethnicity agenda and find ways to align and embed inclusive strategies within your particular area of business	<input type="checkbox"/>
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Role-model inclusive behaviours and language	<input type="checkbox"/>
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Learn and action how to challenge or interrupt unwanted behaviour or microaggressions with positive outcomes when you see them or they are reported	<input type="checkbox"/>
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Question your biases when offering stretch assignments, doing appraisals or putting members of the team forward for training or promotions	<input type="checkbox"/>
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Seek out or request training to educate yourself around leading diverse teams	<input type="checkbox"/>
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Share your journey at team meetings or on the Grid (our intranet) by writing a blog	<input type="checkbox"/>
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Ensure you are involving diverse voices in the decision-making process. If you haven't got good representation on your team, try using your network group.	<input type="checkbox"/>
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If you are a recruiter or hiring manager, interrogate each step of the recruitment process to ensure that it lends itself to having diverse representation within the candi-date pool at every stage	<input type="checkbox"/>
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If you are a recruiter or hiring manager, challenge your bias in the recruitment process	<input type="checkbox"/>
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## ADVOCATES AND LEADERSHIP: ACTION (SESSIONS 2 AND 3: ACTION)

ADVOCATE ACTIONS		LEADERSHIP: ADVANCED ADVOCATE ACTIONS	
As an advocate, you recognise that utilising your position in your organisation can help to create culture change.		As an advanced advocate, you are in a senior position of power. The actions you undertake can create real and lasting change within your organisation.	
Give peer support to other allies	<input type="checkbox"/>	Make a company-wide commitment to use your influence to help drive change	<input type="checkbox"/>
If you encounter unfair practices or processes within your organisation, challenge them. This could be done individually, with another ally, or through your organisation's D&I Steering Group	<input type="checkbox"/>	Write a company-wide article about why equality and inclusion matters, what you've learned on your journey and what you plan to do in the future	<input type="checkbox"/>
If you have the opportunity to speak at a company event, discuss your ally journey and how others can be a better ally	<input type="checkbox"/>	Support the D&I Steering Group	<input type="checkbox"/>
If you are sitting on a panel, forum or group that hasn't got diverse representation, ask why it is not representative.	<input type="checkbox"/>	Informally mentor a BAME member of staff	<input type="checkbox"/>
		If you are Black, Asian or minority ethnic, be transparent about your journey to leadership, including the opportunities and challenges, so that others can learn from your experiences	<input type="checkbox"/>
		If you play a part in developing policy, use your influence to ensure they are fair and inclusive	<input type="checkbox"/>
		Do not allow policy decisions to be made without input from minority voices	<input type="checkbox"/>
		Encourage transparency through ethnicity data and help the executive team reference the steps they are taking around the ethnicity agenda in your annual report (or similar)	<input type="checkbox"/>
		Sign up to opportunities to listen to lived experiences through 'Tell me Anything' sessions or similar	<input type="checkbox"/>
		Attend and participate in organisational race conversations	<input type="checkbox"/>
		Ensure that your organisation completes the annual <a href="#">Investing in Ethnicity Maturity Matrix</a> , a tool which aims to help companies with their ethnicity agenda	<input type="checkbox"/>