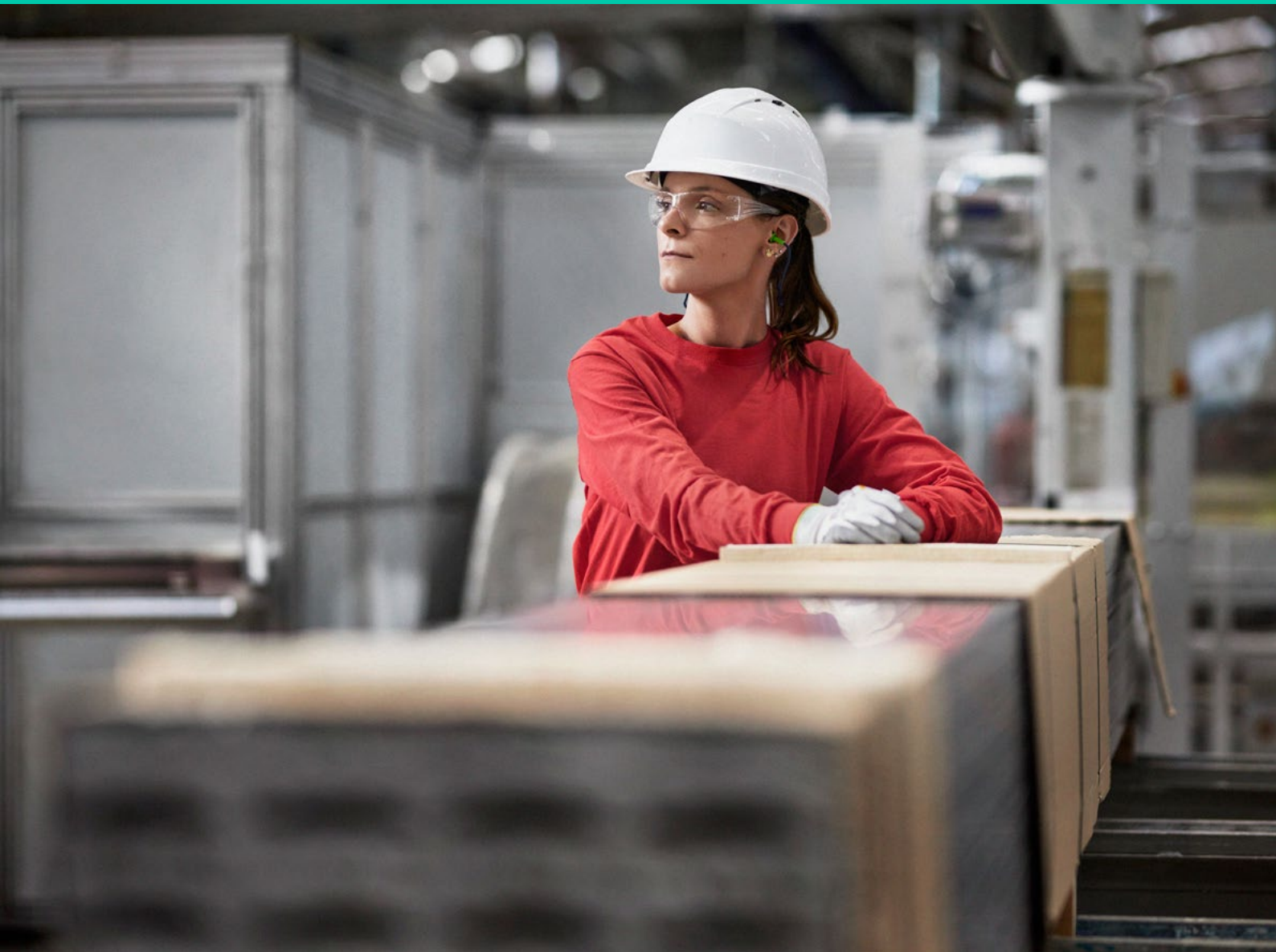


DEI Maturity Matrix

ICMM Tools for Diversity, Equity and Inclusion



Introduction

What is the ICMM Diversity, Equity and Inclusion Maturity Matrix?

The ICMM DEI Maturity Matrix is designed to support companies in assessing the maturity of their existing DEI programmes and highlight key actions that can be taken for systematic and continuous improvement.

Maturity matrices have been used in other parts of the mining industry, including for risk, health and safety, closure, security management, social performance, and human rights. They are intended to drive performance and transformation across the mining and metals industry.

This DEI Maturity Matrix is aligned with ICMM's Social Performance and Human Rights Due Diligence maturity matrices and incorporates the baseline expectations for mining companies as set out in the ICMM Mining Principles and other international standards for DEI.

ICMM's Mining Principles

ICMM's Mining Principles define good practice environmental, social and governance requirements for the mining and metals industry. They include 10 principles, reinforced by ICMM's nine Position Statements. The Assurance and Validation Procedure reinforces commitments to transparency and ensures the credibility of reported progress. Level 4 and above of the DEI Maturity Matrix broadly indicate conformance with the social performance elements of the Mining Principles.

How this Maturity Matrix was Developed

This DEI Maturity Matrix was developed using research and resources from within and beyond the mining industry and circulated to the ICMM DEI working group for input and review. An objective external expert review was also undertaken.

How to Use the Maturity Matrix

The Maturity Matrix can be used at all levels of the business and is designed to enable companies to critically assess their existing approach to DEI, articulate their DEI ambitions, and identify actions to improve their maturity level in a progressive manner. It may be relevant to executive teams, general managers, human resources, social performance and DEI teams.

The Maturity Matrix has five maturity levels (from **nascent to leading practice**) that apply to five key aspects of DEI (**leadership and institutional commitment, cultural change, equity, representation, and job design**).

To undertake the assessment, companies should involve a diverse group of representatives from within the company and, where relevant or appropriate, key external stakeholders.

Users should take the description provided for each aspect in the detailed maturity matrix and identify which one best reflects the current situation within their company or asset to determine the level of maturity. Note that the descriptions are not prescriptive, and the entire description does not need to be present for a company or asset to consider itself at that maturity level. Users of this maturity matrix should also be as objective as possible in determining which level descriptor best represents the company's current maturity, in relation to different aspects and the company, operation or asset(s) as a whole.

The maturity matrix is not intended to be applied by external parties or 'verified' in any way, nor is evidence required to support a company's own assessment of its maturity. However, companies may also seek an independent maturity assessment undertaken by a third-party, at their discretion.

Maturity Levels and Aspects of DEI

The maturity levels of the ICMM DEI Maturity Matrix are defined in Table 1.1 and the five DEI aspects are articulated in Table 1.2.

Table 1.1: Definition of maturity levels

Maturity Level	Descriptor	Definition
1	Nascent	Practice is emerging: DEI programme is reactive and firefighting. Policies and procedures may (or may not) exist. Activities, initiatives and responses are informal, ad hoc, and disjointed. There is limited understanding and consideration of DEI across the company or asset.
2	Basic	Practice is established: Policies exist at corporate level but driven by legal compliance and or risks to business rather than an intrinsic understanding of the importance of DEI. Policies and practices are not integrated into core organisational strategy and not sustained; implementation is inconsistent and/or not achieved systematically.
3	Managed	Practice is compliant: DEI policies generally reflect implementation at corporate level, procedures are established but DEI is not yet embedded throughout asset level activities or fully integrated into business decision making. They do not yet focus on social partners and contractors. There is increased depth of understanding, at both leadership and workforce level of the challenges and complexities relating to DEI and increasing acknowledgement of the importance of embedding and integrating DEI across corporate and asset level operations.
4	Aligned with International Good Practice	Practice is embedded: DEI is integrated and embedded within the company, including internal alignment between different functions (e.g. social performance and HR), as well as with its contractors, suppliers and social partners. DEI is integrated into the organisational culture, systems, and structures at both corporate and asset levels. The company is aligned with globally recognised frameworks and benchmarks for DEI, as well as the ICMM Mining Principles. There is a strong focus on DEI work in and with communities. There are strong partnerships and proactive collaboration with social partners who support different minority groups and communities.
5	Leading Practice	Practice is continuously evolving: Workforce is demographically and cognitively diverse. DEI practices are deeply embedded in the organisation's systems and consistent at asset and corporate levels. Leaders champion DEI as a long-term and sustained imperative, resulting in transformative change that is sustained through changes and disruption. Company works in close collaboration with external industry and social partners and in the spirit of partnership and leadership.

Table 1.2: Aspects of DEI

Aspect of DEI	Definition
Leadership & Institutional Commitment	Public and internal leadership and company commitment to DEI strategy, programme management and creating an enabling environment for the DEI programme.
Cultural Change	A change in the whole, learned, and shared behavioural systems of the workforce. It also involves motivating employees to adopt behaviours and mindsets that are consistent with the company's values and goals. ¹
Equity	Parity in policy, process, and outcomes for historically, persistently, or systematically marginalised people and groups. It also considers power, access, opportunities, treatment, impacts and outcomes in representation and resources. ²
Representation	Extent to which the general population demographics of the countries/ regions of operation, are appropriately reflected in the workforce, leadership, and decision-making in the workplace. ³
Job Design	Organisation of tasks, processes, systems, and workspace design with consideration for the ergonomic, physical and psychological wellbeing needs of all employees and contractors (where applicable). ⁴

1. Hagger et al (2020), *Changing Behaviour: A Theory- and Evidence-Based Approach*, [PDF]. Available at: <https://www.cambridge.org/core/books/abs/handbook-of-behavior-change/changing-behavior-a-theory-and-evidencebased-approach/537B12E8404B26D5AC0B1B480EB874AD>

2. University of British Columbia (2023), *Equity and inclusion glossary of terms*, [Online]. Available at <https://equity.ubc.ca/resources/equity-inclusion-glossary-of-terms/#:~:text=Equity%20%2F%20Equitable,groups%20while%20accounting%20for%20diversity>

3. SHRM (n.d), *Introduction to Human Resources Discipline of Diversity Equity and Inclusion*, [Online]. Available at <https://www.shrm.org/topics-tools/tools/toolkits/introduction-to-human-resources-discipline-diversity-equity-inclusion>

4. Gervais et al., (2022), *Definition of work/job design*, [Online]. Available at: <https://oshwiki.osha.europa.eu/en/themes/definition-workjob-design#references>

DEI Maturity Matrix

Table 1.3: DEI Maturity Matrix

Aspects of DEI	Nascent	Basic	Managed	Aligned with International Good Practice	Leading Practice
Leadership and Institutional Commitment	<p>Limited or no recognition by leadership of the importance of leadership commitment to DEI.</p> <p>No formal commitment to DEI or DEI Strategy.</p> <p>No or limited understanding by leadership of DEI and its relevance to business.</p> <p>No or limited DEI expertise or capacity on executive and/or asset management teams.</p>	<p>Basic recognition by leadership of the importance of a leadership commitment to DEI, with public communication of high-level commitment, but gaps between messaging and action.</p> <p>Leadership and institutional commitment to DEI is driven by legal compliance and risks to business, with limited understanding of root causes and how to create an enabling environment for DEI.</p> <p>Leadership and decision making around DEI issues is disconnected from the lived experience of employees, with intermittent, short-term, inconsistent efforts and inadequate resources allocated to DEI strategy, functions, and structures.</p> <p>Leadership is not aligned regarding its understanding of, responses to, and communications, resulting in unclear, inconsistent communication across sites and between different functions.</p> <p>Some DEI expertise exists but is not comprehensive across the company and assets, with DEI focusing only on some minority groups, and lacking accountability measures at executive level.</p>	<p>Deepened understanding among the leadership of the challenges and lived experiences of employees, and what is required to address DEI systemically and meaningfully.</p> <p>Comprehensive DEI strategy and structured governance for DEI established, with clear policies, goals, and accountability mechanisms, endorsed and championed by leadership and supported by institutional commitment.</p> <p>A realistic medium- to long-term plan for investment in systemic and cultural change dimensions is developed in alignment with the company's greater ambitions.</p> <p>Public commitment to DEI is in accordance with the mining principles, and relevant national laws and regulations.</p> <p>The company has competent DEI expertise.</p> <p>Senior leadership has strong oversight of DEI implementation & effectiveness and is driving continuous improvement.</p>	<p>DEI commitments and priorities are fully integrated across asset/s and corporate level, including all relevant business functions, and are socialised with external partners, suppliers and contractors.</p> <p>Leaders and senior management across the company or asset have a comprehensive understanding of different dimensions of DEI and its relevance to business.</p> <p>Leaders across the company demonstrate competence with all relevant DEI dimensions – at different levels of leadership from asset(s) to company and different levels of the company from senior management to leadership and board.</p> <p>Accountability mechanisms are fully integrated into organisational processes at corporate and asset levels with alignment to global standards. There is commitment and culture change throughout the company and asset levels, modelled by leadership. This is evidenced by feedback from the minority groups regarding improvements they feel and experience.</p>	<p>DEI practices are deeply embedded in the organisation's systems, resulting in transformative change, setting industry standards, and serving as a model for others.</p> <p>Increased leadership commitment to systemic interventions, addressing wider root causes, and vulnerabilities.</p> <p>Leadership and the company demonstrate global leadership on championing and advancing DEI within the industry and beyond.</p> <p>Leaders take a long-term: outlook and address emerging issues proactively, at company and asset/s level as well as with wider communities, stakeholders, industries, etc.</p> <p>Company actively supports and partners with minority groups in the management of DEI-related risks they face.</p>

Aspects of DEI	Nascent	Basic	Managed	Aligned with International Good Practice	Leading Practice
Cultural Change	<p>Limited awareness of the gaps in the existing culture and the company's DEI goals and values.</p> <p>Approach to cultural change lacking in depth of understanding and commitment and can cause further harm or result in negative unintended consequences.</p> <p>Lack of awareness of the nature and extent of existing psychologically unsafe workplace culture.</p> <p>People feel physically and/or psychologically unsafe to speak openly and frankly about their experiences.</p> <p>High levels of mistrust of company commitment to DEI amongst the workforces.</p> <p>Power systems and company culture present a high risk of abuse of power institutionalised bullying, harassment and victimisation, discrimination, and microaggressions.</p>	<p>Basic understanding of workplace culture issues at corporate level.</p> <p>Basic assessments conducted to understand the nature and extent of the cultural issues and their impacts on employees.</p> <p>Foundational DEI training is provided, but it is ad hoc, inconsistent and not applied across the entire workforce.</p> <p>'Solutions' or actions, if they exist, are often reactive, compliance-driven and address symptoms rather than causes and drivers.</p> <p>Trust is low across the workforce. Employees are not yet convinced of the depth of commitment to change, and majority-represented groups may feel threatened or resistant to change.</p>	<p>Deepened understanding of existing workplace culture issues within the workforce, led by leadership teams, of the challenges and lived experiences relating to DEI, the impact on employees and workplace culture.</p> <p>Clear goals and strategies for creating an inclusive culture and agreements aimed at shifting the culture defined.</p> <p>Recruitment, training, performance management and rewards systems align with desired behaviours and culture.</p> <p>Culture change is a strategic priority, driven by leadership and institutional commitment to change. Employees are increasingly optimistic that workplace culture is shifting.</p> <p>Monitoring and evaluation strategies are in place for cultural change initiatives.</p>	<p>Culture change is a strategic priority at corporate and asset levels and is leader-led.</p> <p>The work environment is making substantial improvements with psychological safety, healthy cultural norms and strong accountability mechanisms established at all levels.</p> <p>Company guidelines on norms and behaviours, includes how to address differences, conflict, and regression to unhealthy power dynamics, and align with industry-leading practice.</p> <p>Increased trust by external stakeholders of the company in terms of alignment between its commitments and lived values.</p> <p>Contractors, suppliers and social partners are integrated into the broader dialogues, conversations, communications and training programmes.</p>	<p>Company culture fosters psychological safety, innovation, inclusivity, and adaptability, and drives all company processes and systems.</p> <p>Continuous learning and improvement are prioritised to ensure the company maintains its position as an example of cultural change excellence.</p>

Aspects of DEI	Nascent	Basic	Managed	Aligned with International Good Practice	Leading Practice
Equity	<p>Limited awareness of the systemic inequalities in company systems and processes.</p> <p>Limited or no actions and policies, procedures or standards to address systemic inequalities within the workforce.</p> <p>Significant disparities in opportunities and outcomes for from minority groups.</p> <p>No formal process for the assessment of actual and potential adverse DEI impacts.</p> <p>Existing policies may cause unintended harm to minority groups.</p> <p>If DEI-related policies exist, most staff, contractors and external stakeholders are unaware of the policies or what they say.</p> <p>No/limited knowledge of applicable legal obligations, commitments or regulations.</p> <p>Frequent failures to avoid, mitigate and/or remedy negative impacts including bullying, harassment, victimisation, assault, and discrimination.</p> <p>No systems: e.g. no grievance, independent reporting, response and referral mechanisms in place.</p> <p>No baseline data or knowledge base upon which to identify risks or impacts or support decision-making.</p>	<p>Foundational awareness and/ or interest by leadership and functions to understand systemic inequalities within the company systems and processes.</p> <p>Basic policies, procedures and standards are in place to address parity for historically, persistently, or systematically marginalised people and groups, but initiated with limited scope and effectiveness.</p> <p>Inconsistencies with the approach to equity in opportunities across the workforce, resulting in a high risk of causing unintended harm to minority groups.</p> <p>Systems assessments are mainly desk-based and draw on limited consultation or engagement with the workforce and key external stakeholders.</p> <p>Existing policies, procedures and practices exist but have limited coherence and consistency. DEI interventions are described as ‘random’, ‘reactive’ and ‘siloes’.</p> <p>Some corporate-level accountability systems and procedures are developed but are inconsistent with heavy reliance on key individuals, and inconsistent implementation.</p>	<p>Comprehensive awareness and understanding by leadership and other key functions of the nature and extent of systemic inequalities and how these can be addressed.</p> <p>Proactive, comprehensive and structured equity policies and initiatives are established, in consultation with minority groups and key external stakeholders.</p> <p>Standards, procedures and programmes or agreements governing employment, compensation, learning development and progression are objective and aligned with relevant national and local benchmarks, norms and regulations.</p> <p>Policies are widely communicated, easily accessible and widely understood by the workforce, contractors, suppliers and external stakeholders as appropriate.</p> <p>Mechanisms to demonstrate and evaluate the implementation of fair remuneration are established.</p> <p>Risk management systems are implemented to identify, assess, reduce, and control psychological and psychosocial health and safety risks, including those caused by bullying, harassment, assault, racism, sexism, and other forms of discrimination.</p>	<p>Greater understanding across the workforce (and not just at leadership level) of what constitutes systemic inequalities, and how they manifest in society and the company.</p> <p>Comprehensive company-wide assessments, and other participatory feedback mechanisms and dialogues are consistent at corporate and asset level, and regularly undertaken to improve equity policies, systems, structures, processes and practices.</p> <p>Equity policies and procedures are harmonised, aligned and consistent across the company at corporate and asset/s levels (including on matters such as but not limited to OHS, GBV, BVH, race and racism, discrimination, cultural, HR and SP policies).</p> <p>Signatories to and meeting the commitments of voluntary principles, standards and commitments (UN Guiding Principles on Business and Human Rights, ILO Declaration on Fundamental Principles and Rights at Work, C111, C169, C190). This includes taking adequate measures for prevention, mitigation and, where appropriate, remediation of impacts on minority groups.</p> <p>The company is externally assessed for the impact of DEI efforts (e.g. ISO 30415 certified, EDGE Plus Certified)</p> <p>Equity is integrated into the organisational culture, systems, and structures at both corporate and asset levels, including with suppliers and contractors.</p>	<p>Equity is a corporate value, embedded in all aspects of the company operations.</p> <p>The company has a verifiable track record of promoting equity through the company, supply chain and the communities within which it operates.</p> <p>The company is exemplary in their commitment to equity in systems and process design, accountability, redress, and responsible business practice in service of equity.</p> <p>External engagements, programmes, partnerships and activities are co-designed with external stakeholders and implemented with the principles of DEI in mind to address risks associated with all forms of discrimination.</p>

Aspects of DEI	Nascent	Basic	Managed	Aligned with International Good Practice	Leading Practice
Representation	<p>No baseline assessment of demographics or representation across all levels of the company/ asset.</p> <p>Limited / no understanding of the representation gaps within the business, with limited intent to increase representation to reflect the general population at company or asset/s levels.</p> <p>Lack of representation in leadership teams at corporate and asset levels.</p> <p>No baseline assessment of demographics or representation across all levels of the company/ asset.</p> <p>No considerations for ensuring a diverse talent pool in the recruitment process for senior positions.</p> <p>High turnover of minority talent (e.g. women)</p>	<p>Recognition of importance of increasing representation of certain groups (e.g. women, persons with disabilities etc.) for risk and compliance reasons.</p> <p>Policies focus on hiring practices that increase the diversity of the talent pool in the company and constrain hires of culturally dominant personnel to senior-level positions.</p> <p>Limited efforts to improve representation at senior level, with limited understanding or conducive environment for employees from non-dominant demographics.</p> <p>Representation efforts are focused on compliance with legal requirements e.g., equal opportunity and affirmative action laws.</p> <p>Diversity is assessed with numbers and targets for specific demographics. (e.g., women, Indigenous Peoples etc.). An intersectional lens is generally not applied.</p> <p>Basic psychological safety (i.e. inclusion safety) is not established. In some cases, this can cause additional harm and trauma.</p> <p>Possible challenges with retaining minority employees at leadership levels.</p>	<p>The company has an established a commitment to increasing representation and psychological/psychosocial safety for all employees that prioritises equality in outcome.</p> <p>Senior, executive and board levels are increasingly diverse and understand their responsibility to create inclusion and psychological safety for all employees.</p> <p>Policies to improve representation take an intersectional approach at all stages of the employee experience (e.g. recruitment, promotion, and retention).</p> <p>Representation-related goals (including targets) are identified and embedded in performance management systems (e.g. KPIs).</p> <p>Norms around inclusive workplace behaviours, practices, and norms (e.g., how decisions are made, formal and informal ways of gathering, when meetings are held) are agreed.</p>	<p>The workforce is demographically and cognitively diverse.</p> <p>Representation practices adhere to global diversity and inclusion standards.</p> <p>The workforce at corporate and asset levels is increasingly diverse and leadership reflects the broader population.</p> <p>There is a strong focus on equitable opportunities, leadership development and employee resource groups.</p> <p>Preferential procurement policies for contractors and suppliers that prioritise diverse leadership and workforce.</p> <p>Transformation in representation is accompanied by cultural transformation at a company level, including dialogue and engagement on DEI topics e.g. the links between power, rank and privilege, inclusion and belonging, and trade-offs of different business imperatives.</p>	<p>The company is a global standard-bearer for representation at leadership levels and across the workforce.</p>

Aspects of DEI	Nascent	Basic	Managed	Aligned with International Good Practice	Leading Practice
Job Design	<p>There is no/limited awareness of or interest in job design considerations as it relates to minority groups. Minority groups are expected to adjust to the dominant culture.</p> <p>Decision-making processes related to job design are hierarchical and based on input from a homogenous group.</p> <p>Role mapping and task allocation processes are designed without considering the diverse skills, experiences, and backgrounds of workers.</p> <p>Multiple aspects of workspaces e.g. facilities and PPE do not consider diverse needs and physical characteristics such as body types, disability status, reproductive health status and religious/spiritual practices.</p> <p>Working time patterns typically involve long irregular shifts with no options for flexible working.</p>	<p>There is a basic understanding of DEI-informed job design.</p> <p>Basic policies are established to address job design gaps but focussed primarily on risk and compliance.</p> <p>Basic recognition of the need for diverse perspectives in decision-making processes, although these inputs may not be systematically sought or integrated.</p> <p>Workspace design is starting to be evaluated with consideration to for some but not all relevant user groups although inconsistently applied.</p> <p>Occasional instances of resistance to job design changes, due to lack of understanding within the workforce.</p> <p>Company and asset/s levels are beginning to address concerns about workload, shift work, excessive work hours, and long, irregular shifts in a manner that takes into consideration the person-environment fit of the diverse workforce. However, this is done inconsistently.</p> <p>Role mapping and task allocation processes are designed with foundational consideration of the diverse skills, experiences, and backgrounds of workers.</p> <p>Some competence or expertise in job design exists within the company (esp. within HR) but is not applied consistently.</p>	<p>HR and facilities design functions demonstrate a comprehensive understanding of DEI-informed job design, including accessibility, ergonomics, cultural sensitivity, gender-specific considerations, technology integration, facilities, equipment, workloads and demands, and universal and inclusive design.</p> <p>There is a comprehensive understanding of which existing workplace practices and job designs need to be changed to address the needs and pain points of all employees.</p> <p>Clear mechanisms are established to prevent bias in role mapping and task allocation processes.</p> <p>Policies are established to ensure that existing workspaces and equipment are modified to be accessible and inclusive and new facilities are designed to be inclusive.</p>	<p>Job design decision-making processes are inclusive and aligned with international standards at both asset and corporate levels.</p> <p>Role mapping and task allocation prioritise diverse skills, experiences, and backgrounds at both asset and corporate levels. There is a systematic effort to ensure equity in opportunities for participation and advancement.</p> <p>Workspace meets international standards for accessibility and inclusivity. Proactive measures are taken to ensure that facilities and equipment are inclusive for all workers.</p> <p>Flexible working policies align with international best practices and are implemented at all levels to promote work-life balance.</p> <p>Trade-offs between inclusive job design as it relates to ergonomic and physical and psychological wellbeing needs and other business imperatives are openly discussed, and collective agreements are made within the workforce.</p> <p>Increased investment in innovations that address key job design challenges.</p>	<p>Decision-making processes are truly inclusive at all levels. Input from diverse stakeholders is actively sought and integrated into job design decisions, setting the standard for industry.</p> <p>Role mapping and task allocation processes prioritise diversity, equity and inclusion setting the benchmark for excellence.</p> <p>There is a relentless commitment to maximising opportunities for diverse participation and advancement.</p> <p>Facilities and PPE surpass international standards for accessibility and inclusivity.</p> <p>There are continuous improvement processes, with proactive measures taken to set new benchmarks for inclusive workplace design.</p> <p>Flexible work policies are exemplary within the industry.</p>

What Different Levels of Maturity May Look Like

The successful realisation of DEI in the workplace relies on the understanding and alignment of a range of stakeholders, who both experience and influence the DEI maturity level of a company. Their insights, perspectives and experiences relating to DEI can inform approaches to managing risks and evolving challenges. Table 1.4 details how each level of maturity may be experienced by different groups. It is important to note that these groupings are diverse in their responses. As such this table captures only some of the pertinent perspectives and experiences that may be present at various levels.

Table 1.4: How each maturity level may look

	Nascent	Basic	Managed	Aligned with International Good Practice	Leading Practice
Employees – Majority Represented	Unaware, apathetic, some may be sympathetic to DEI.	Some are aware of the need for change; behavioural change may be compliance and fear driven. Some may feel defensive or be resistant to change.	Increased understanding of the need for change personally and across the company. Greater levels of trust and engagement with DEI efforts.	Increasing acts of allyship. Employees become advocates of the company’s DEI efforts. Increasing confidence to learn, contribute and challenge.	Become vocal allies within and outside the workforce. Use their influence to drive initiatives, and support continued progress.
Employees – Minority Groups	Very low levels of trust of the company. Disempowered. Disengaged.	Lack of trust in relation to the systems and confidentiality – resulting in limited engagement. Sceptical about the company commitment to action. Disengaged primarily due to the fragmented and inconsistent nature of policies and initiatives.	Increasing trust in the systems and processes. Improved confidence in the company’s commitment and actions. Improved engagement with DEI initiatives and activities due to increased levels of trust.	Increasing confidence to learn, contribute and challenge. Active engagement with a sense of collective ownership of DEI initiatives and policies.	Strong sense of belonging and pride in the company’s brand. Confident to contribute and challenge. Empowered to contribute to sustaining the company’s DEI efforts.

	Nascent	Basic	Managed	Aligned with International Good Practice	Leading Practice
DEI Team	<p>If there is a DEI team, they generally feel very isolated or not organisationally supported.</p> <p>They may feel irrelevant – like they are making very little difference.</p>	<p>Supported by corporate leadership but not in the operational environment, where they encounter significant resistance to change.</p> <p>Lack of resources and coherence across the organisation limit effectiveness and impact.</p> <p>Some may feel fulfilment from progress on the foundational actions and aspects of DEI.</p> <p>Recognition of the need to engage further with leadership and employees to sustain progress.</p>	<p>Motivated by increased support and resources to establish more comprehensive initiatives and policies.</p> <p>Challenged, inspired and supported by the prospective impact of the company's DEI efforts.</p>	<p>Efforts validated by progress on aligning with international good practice, conscious of the responsibility to sustain efforts.</p> <p>Efforts supported by broader culture shift, greater integration across the company and increased collaboration with external stakeholders.</p>	<p>Empowered to innovate and be thought leaders in DEI within industry, with support and in collaboration with workforce and external partners and stakeholders.</p>
Management	<p>Unaware of the need to prioritise DEI, and maybe resistant of the degree of change needed and the roadmap to improve.</p>	<p>May be aware of the need to prioritise DEI, but still uncertain about the degree of change needed and the roadmap to improve.</p>	<p>Good understanding of the case for DEI.</p> <p>Established policies and initiatives and training provide a sense of confidence to progress.</p>	<p>Increased sense of responsibility, agency and allyship to maintain effort and sustain progress.</p>	<p>Empowered and supported to sustain progress. Feels a sense of validation to be an industry example on DEI.</p>
Executive Leadership and Board	<p>Unaware of business case for DEI and of change required.</p> <p>Limited commitment to change.</p>	<p>Motivation for change driven by legal/ compliance/ risk issues.</p>	<p>Champions of the issue internally.</p> <p>Supportive of change and understanding of the depth of change and commitment required.</p>	<p>Champions of DEI externally.</p>	<p>Industry example of strong leadership and commitment to DEI.</p>
External Stakeholders	<p>Generally sceptical about the company's commitment to improving DEI and the depth or effectiveness of its limited policies and initiatives.</p>	<p>Likely still critical of DEI efforts but with increasing anticipation for the company to accelerate action and take steps to address systemic issues.</p>	<p>Generally positive of the progress made in establishing systems, policies, and initiatives but highlight that more can be done.</p>	<p>Generally positive and supportive sentiments towards the company's DEI efforts.</p>	<p>Strong sense of trust and respect for the company amongst peers.</p>

Setting Progressive DEI Ambitions

The maturity matrix above can be used to identify a greater ambition for a company, asset or team. For continuous improvement, this ambition should be adjusted over time and based on contextual and circumstantial changes. Ambition below Level 3 is likely to fall short of the needs and basic expectations of employees and external stakeholders. Table 1.5 below summarises the key focus areas for Levels 1 – 3, Level 4 and Level 5.

Table 1.5: Focus areas of different maturity levels

Level	Focus areas
Levels 1 – 3	<p>The focus is to internally establish or re-affirm commitment, which includes:</p> <ul style="list-style-type: none"> – Increasing leadership and institutional commitment to DEI because it is both good for business and the right thing to do. – Moving from limited to comprehensive understanding of the issues. – Making sure that the key structural dimensions are in place (e.g. policies, procedures, mechanisms, processes etc.). – Becoming increasingly intersectional and inclusive of all relevant minority groups. – Focusing on creating a culture of ‘inclusion safety’ (the first dimension of psychological safety).⁵
Level 4	<p>Level 4 begins to move beyond the internal company focus. It includes:</p> <ul style="list-style-type: none"> – Aligning and harmonising internally: addressing functional and departmental silos (e.g. between HR and Social Performance) as well as the disconnect between corporate and asset level operations. – Increasing a culture of ‘learner’, ‘contributor’ and ‘challenger’ safety,⁶ that results in more open, frank, nuanced conversations within the company leading to actions that address more entrenched structural and cultural dimensions of inequity. – Applying principles of personal and institutional allyship, and reciprocity. – Influencing the policies and practices of company’s suppliers and contractors. – Aligning with international best practice. – Championing and advocating for better DEI across the sector. – Meaningful engagement and collaboration with social partners and local and Indigenous communities to address DEI challenges inside and outside the gates.
Level 5	<ul style="list-style-type: none"> – This level represents a transformative stage where the organisation is a standard bearer for the industry. – Within the company, all employees feel truly included, psychologically safe to learn, make mistakes, contribute fully and meaningfully, and bring minority or dissenting perspectives. – Workers are proud to be part of the company and are its biggest champions. – The organisation actively seeks to collaborate with others, and support communities, acknowledging their rights, cultures, and autonomy.

5. Clark, T.R. (2020), *The 4 Stages of Psychological Safety*, 1st ed. Oakland: Berrett-Koehler Publishers

6. Ibid.

Actions to Improve Maturity

Companies should aim to be in a state of continuous maturity improvement (even at Level 5). The indicative actions listed in table 1.6 are a selection of leading practices that, if implemented, can enable the company to reach the next level of maturity in a progressive manner.

Table 1.6: Actions to improve maturity, by level

To achieve	Level 2 (Basic)	Level 3 (Managed)	Level 4 (Aligned to International Good Practice)	Level 5 (Leading Practice)
Leadership and Institutional Commitment	<p>Undertake company-wide assessment of the state DEI (including understanding, experiences, challenges, gaps, recommendations)</p> <p>Implement DEI training and programmes for leadership to improve understanding.</p> <p>Undertake cross-functional leadership discussions on DEI.</p> <p>Communicate leadership understanding and support to all employees and external stakeholders.</p> <p>Articulate company maturity ambitions, identify priorities and develop and get approval for implementation plan.</p> <p>Assign accountability for DEI goals across all leadership levels.</p>	<p>Establish a cross-functional leadership group that can help drive change across the company, beyond the designated DEI function.</p> <p>Design and implement DEI strategy based on maturity ambitions and constraints of the company through widespread engagement with key stakeholders, inside and outside the company.</p> <p>Leadership continues to identify entry points for DEI in existing risk frameworks and reporting.</p> <p>Implement structured approach to DEI governance with clear policies, goals, and accountability mechanisms, including KPIs for leadership, as well as budget for implementation.</p> <p>Integrate in-depth DEI training through careful facilitation by specialists into onboarding, learning and development for leaders at all levels, including affinity group processes.</p> <p>Closer engagement and more fulsome feedback mechanisms with workforce.</p>	<p>Build capabilities for genuine collaboration across different functions.</p> <p>Endorse and champion opportunities for dialogue and social innovation to advance DEI in a collaborative, aligned participatory and agile manner, within the company and increasingly with suppliers, contractors, partners and other key stakeholders.</p> <p>Be public champions of DEI, in the spirit of allyship, providing consistent support and sponsorship at all levels.</p> <p>Integrate accountability mechanisms into organisational processes to align with global standards on DEI.</p> <p>Engage externally to share knowledge and best practises to improve industry performance.</p> <p>Refine company maturity ambitions, identify priorities and implementation plan based on progress made, contextual realities and with engagement and input from workforce, and external stakeholders.</p>	<p>Establish continuity mechanisms to ensure progress is sustained even during leadership/ structural changes or disruptions.</p> <p>Implement systemic interventions, addressing wider root causes, vulnerabilities, legacy issues, focused on current and future harm reduction and redress.</p> <p>Leaders should champion and advance DEI in the mining industry and beyond, both at key public fora, and within their operating contexts.</p> <p>Company can use leverage, influence, and cooperation to improve others' commitments to DEI.</p>

To achieve	Level 2 (Basic)	Level 3 (Managed)	Level 4 (Aligned to International Good Practice)	Level 5 (Leading Practice)
Cultural Change	<p>Conduct a review of employee experience to understand key culture related issues, gaps, and risks.</p> <p>Implement foundational cultural change efforts and actions to address systemic challenges in their early stages.</p> <p>Undertake awareness training and diversity education, including unconscious bias training within the workforce at all levels at corporate and asset/s.</p>	<p>Define goals, desired outcomes, and strategies for shifting culture.</p> <p>Establish regular assessment and feedback mechanisms that provides insights on progress and emerging issues.</p> <p>Implement training programmes, communication campaigns, and initiatives aimed at fostering the desired cultural changes.</p> <p>Align company processes and systems e.g. recruitment, training, performance management and rewards with cultural change goals.</p> <p>Provide key staff with the basic knowledge and skills to support affected employees and refer them to appropriate support and redress mechanisms.</p>	<p>Ensure consistency in culture at corporate and asset levels.</p> <p>Provide intensive training and/or awareness-raising activities designed to transform attitudes and behaviours related to DEI bias and prejudice among workers, and service users, and build a community of champions across functions and rank.</p> <p>Apply a practical approach by continuously testing, developing, and managing promising solutions that align with leading industry practice and expertise.</p> <p>Integrate contractors, suppliers and social partners into the broader dialogues, conversations, communications and training programmes.</p>	<p>Implement continuous learning and improvement mechanisms to sustain progress.</p> <p>Demonstrate leadership and institutional commitment to dismantling structural inequalities throughout the company, through sustained and concerted efforts.</p>
Equity	<p>Assess systems and processes through both desktop research and direct engagement with key external stakeholders to develop a baseline understanding of systemic inequalities, including how they manifest at company and asset levels.</p> <p>Develop clear implementation plan for how to prioritise which systemic gaps and shortcomings to focus on and action plan, including mechanisms for tracking progress.</p> <p>Develop or update and implement foundational policies, procedures, systems and process (e.g. anti-discrimination statements, unconscious bias training, grievance policies and mechanisms etc.), in line with DEI implementation plan</p>	<p>Establish comprehensive and structured equity policies in consultation with potentially affected groups, suppliers, and stakeholders and informed by relevant internal and/or external expertise.</p> <p>Establish key response mechanisms and processes that provide physically and psychologically safe services (e.g. grievance mechanisms, referral systems) that employees use and trust.</p> <p>Conduct regular assessments, including employee feedback to track progress and identify areas for improvement.</p> <p>Obtain and understand the ISO 30415 standard on Human Resource Management as guidance.</p>	<p>Embed equity into organisational culture, systems, and structures at both corporate and asset level.</p> <p>Streamline and structure policies and initiatives to address inconsistencies.</p> <p>Align company systems and processes with globally recognised frameworks and benchmarks for equity.</p> <p>Implement continuous iteration mechanisms to address evolving workforce needs, further close gaps and advance excellence in DEI practices.</p> <p>Integrate DEI aspects into business management systems and processes.</p> <p>Support external parties to independently report on company DEI management and performance.</p>	<p>Emphasise equity as a corporate value, embedded in all aspects of the company operations.</p> <p>Engage externally with stakeholders to establish company as exemplary within the industry.</p> <p>Externally demonstrate company accountability, redress, and responsible business practice in service of equity.</p> <p>Undertake co-design of systems with employees and communities (where appropriate) and provide redress where needed, including community performance monitoring.</p>

To achieve	Level 2 (Basic)	Level 3 (Managed)	Level 4 (Aligned to International Good Practice)	Level 5 (Leading Practice)
Equity			<p>Implement a risk management standard or management system that includes identification, assessment, mitigation and control of physical and psychological health and safety impacts on workforce, as well as contractors, suppliers and local community.</p> <p>Validate progress by obtaining external certification for progress on promoting equity through the entire ecosystem.</p>	
Representation	<p>Assess company diversity data including gender, ethnicity, disability status and other relevant factors, taking an intersectional approach.</p> <p>Set goals for specific demographics in leadership positions based on local legal and policy requirements and affirmative action laws.</p> <p>Establish policies focusing on hiring practices that increase the diversity of the talent pool in the company.</p> <p>Audit existing practices and culture in leadership structures to identify potentially harmful or exclusionary behaviours and practices.</p> <p>Provide DEI training such as unconscious bias training human resources personnel and for leadership.</p>	<p>Establish procedures and protocols to promote an inclusive and culturally diverse culture, especially within leadership structures and processes.</p> <p>Implement continuous learning systems for leadership from the dominant culture to foster psychological safety for all employees.</p> <p>Establish monitoring and evaluation mechanisms and accountability for progress that goes beyond quotas and targets, but also ensures processive psychological safety for all in leadership positions.</p> <p>Implement inclusive pipeline planning strategies, prioritising equality in outcome.</p>	<p>Align representation policies and initiatives to global DEI standards at all levels of the business. E.g. Seek ISO 30415 7or EDGE Plus certification.⁸</p> <p>Establish procedures and protocols for contractors and suppliers with regards representation.</p>	<p>Publicly demonstrate progress and leadership position.</p> <p>Leverage partnerships and relationships with minority focused organisations to sustain talent pipeline.</p> <p>Continuously assess and iterate representation strategy to address evolving needs.</p>

7. International Organization for Standardization (2021), *ISO 30415:2021 Human resource management – Diversity and inclusion*, [PDF]. Available at: <https://www.iso.org/standard/71164.html>

8. EDGE Certified Foundation (n.d), *DEI certification requirements: Edge certification*, [Online]. Available at: <https://www.edge-cert.org/dei-certification>

To achieve	Level 2 (Basic)	Level 3 (Managed)	Level 4 (Aligned to International Good Practice)	Level 5 (Leading Practice)
Job Design	<p>Introduce preliminary methods to acquire feedback from diverse groups within the workforce.</p> <p>Assess role mapping and task allocation processes to identify gaps and to consider all relevant DEI minority groups.</p> <p>Conduct an audit of accessibility, ergonomic, cultural sensitivity, gender-specific considerations, technology integration, facilities, equipment, workloads and demands, consideration of occupational safety and health (both physical and psychological).</p> <p>Develop policy and plan to address inclusive job design gaps.</p>	<p>Establish participatory decision-making processes that encourage participation at all levels.</p> <p>Incorporate principles of DEI into role mapping and task allocation and implement mechanisms (policy and training) to prevent bias.</p> <p>Implement inclusive workplace design principles in the design of new facilities and PPE and make plans to adjust existing facilities to be inclusive and accessible for all employees.</p> <p>Co-develop a company-wide vision for truly inclusive job design and establish flexible work and reasonable accommodation policies.</p>	<p>Ensure application of inclusive decision making is consistent at corporate and asset levels.</p> <p>Implement policy, training, and mechanisms to prevent bias in job mapping and task allocation.</p> <p>Align workplace design, and flexible working policies with national and global standards and ensure equity in access to accommodations.</p> <p>Increase investment in innovations that address key job design challenges.</p>	<p>Leverage partnerships and collaboration with external stakeholders to influence standards within the industry.</p> <p>Implement processes to sustain progress, identifying and addressing any new barriers or gaps, to set new benchmarks for inclusive job design.</p>

Inclusive Language Guide

ICMM Tools for Diversity, Equity and Inclusion



Acknowledgement

We gratefully acknowledge the collective efforts that have gone into the creation of this Inclusive Language Guide, which was initiated by the content of Hydro's internal Inclusive Language Guide and input from ICMM's Diversity, Equity and Inclusion Working Group.

This guide includes words and phrases to avoid, some of which may be linked to discrimination and historical oppression, and examples of recommended alternatives. This content could be distressing to those who have experienced identity-based discrimination, harassment, and bullying. While confronting these issues is crucial, we understand it can be emotionally charged; we recommend approaching this material with sensitivity and recognising that ongoing work needs to continue in this space. Please prioritise your and others well-being while reading and using this guide.

This guide is written in English and so may not be applicable to all contexts and geographies.

The following are examples of inclusive language guides in other languages that can be used:

- Guía Para El Uso De Lenguaje Inclusivo¹
- Gender-inclusive writing – Guidelines for writing in French²
- Inclusive Language in Portuguese³
- Inclusive Language in German⁴
- Inclusive Language in Italian.⁵

1. Codelco (n.d.), *Guía Para El Uso De Lenguaje Inclusivo*, [PDF]. Available at: https://www.codelco.com/prontus_codelco/site/docs/20170705/20170705101623/gu_a_interna_lenguaje_inclusivo_rt_versi_n_2_0_2019.pdf

2. Translation Bureau (2024), *Gender-Inclusive Writing – Guidelines for Writing in French*. [Online]. Available at: <https://www.noslangues-ourlangues.gc.ca/en/ressources-ressources/ecriture-inclusive-writing/principes-francais-guidelines-french-eng>; Amnesty International (2022), *Guide de langage inclusif*, [PDF]. Available at: https://www.amnesty.ch/fr/sur-amnesty/langage-inclusif/langage-inclusif/20210210_guide-langage-inclusif-fr.pdf

3. The University of Warwick (n.d.), *Inclusive Language in Portuguese*. [PDF]. Available at: https://warwick.ac.uk/fac/cross_fac/iatl/sharing-practice/all-project-support/gonzalez-abbatelli/portuguese_-_inclusive_language_guide.pdf; University of Westminster (n.d.), *Inclusive Language in Portuguese*, [PDF]. Available at: <https://uwm.edu/spanish-portuguese/wp-content/uploads/sites/216/2023/04/Website-Inclusive-Language-in-Portuguese.pdf>

4. Amnesty International (n.d.), *Leitfaden inklusive sprache*, [PDF]. Available at: <https://www.amnesty.ch/de/ueber-amnesty/inklusive-sprache/inklusive-sprache-uebersicht/leitfaden-inklusive-sprache-de.pdf>; Universität Konstanz (n.d.), *fair sprechen fair schreiben*, [PDF]. Available at: https://www.uni-konstanz.de/secure/dl/sdl-eyJ0eXAI0iJKV1QILCJhbGciOiJIUzI1NiJ9.eyJpYXQiOiE3MjQ3NDkwMjg1MjV4cC16MTcyNTQ0MDlyOCwidXNici6MCWlZ3JvdXBzIjpbMCwtMV0slmZpbGU iOiJmaWxlYWRTaW4vaW5mb2tvc21vc190eXAwL2d sZWJjaHNOZwxs dW5nL3NOYW5kYXJkcy9MZWI0bGluaWVfenVfaW5rbH VzaXZic19TcHJ hY2hlXzlwMjEucGRmlw icGFnZSI6MT E3ODg4 fQ.UP8Xd6nbC-Xo5Z5uZXLazMkiHmyOjd--HXeylpmgXlc/Leitlinie_zu_inklusive_Sprache_2021.pdf

5. Università di Genova (n.d.), *Linee guida per l'utilizzo di un linguaggio inclusivo*, [PDF]. Available at: https://intranet.unige.it/sites/intranet.unige.it/files/Linee_Guida_per_publicazione_corretto.pdf; Thornton (n.d.), *Per un uso della lingua italiana rispettoso dei generi*, [PDF]. Available at: <https://www.univaq.it/include/utilities/blob.php?item=file&table=allegato&id=4925>

Introduction

Words hold significant meaning and can greatly impact wellbeing and safety in the workplace. They express simple and complex values, emotions, beliefs, and experiences. They help build connections with others and create a sense of community. Given the impact of language on others and society, it is important that it is used consciously and with care.

The mining industry has traditionally been male dominated, with a lack of representation from various demographics, such as women, Indigenous Peoples, racial and ethnic minorities, people living with disabilities, members of LGBTQIA+ communities, neuro minorities and others.⁶

Employing clear, inclusive language in both internal and external communications is crucial for fostering an environment where all individuals feel respected and valued. This approach extends to using appropriate terminology when addressing diversity related topics such as race, gender, sexual orientation, and disability. Through inclusive language, companies can contribute to creating an environment that optimises all workers' participation thereby enhancing collaboration, encouraging creativity, and attracting talent from a wide range of backgrounds while driving overall organisational performance.

This tool is designed to support companies, leaders, and employees to navigate inclusive communication in the workplace and beyond.

6. The UN provides a comprehensive list of vulnerable groups here: United Nations (n.d.), *Vulnerable Groups – Who are They?*, [Online]. Available at: <https://www.un.org/en/fight-racism/vulnerable-groups>

What is Inclusive Language?

Inclusive language includes choosing words and phrases that ensure communication is respectful, accurate and relevant to all intended audiences.⁷ It ensures that interpersonal interactions are welcoming and free of assumptions or stereotypes. Inclusive language does more than prevent marginalisation and exclusion. It provides a safe space for people to be comfortable and empowered to be their authentic selves, which can often lead to increased engagement and contribution in the workplace.

Respectful language

Respectful language fosters acceptance and appreciation of all people. It is free from words, phrases or tones that demean, insult, exclude, stereotype, infantilise or trivialise certain groups of people.⁸ The ways we speak about historically marginalised communities is as important as the ways we act towards them. For example, using plural language when referring to Indigenous Peoples (e.g. ‘histories’, ‘perspectives’, ‘ways of being’, ‘contributions’) acknowledges and respects the diversity and varied experiences of Indigenous Peoples and that Indigenous Peoples are not all homogenous.⁹

Gender-inclusive language

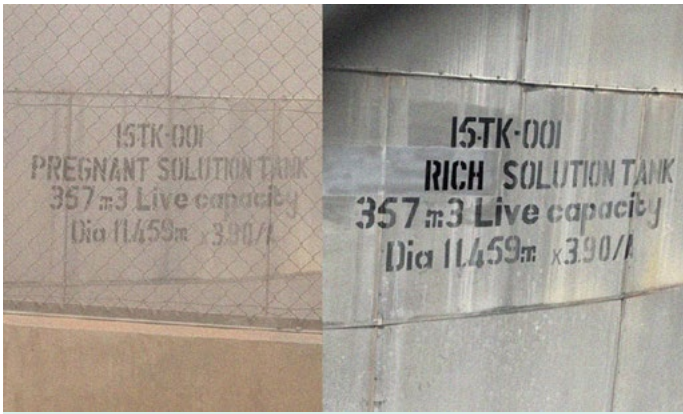
Gender-inclusive language avoids discrimination against a particular sex, social gender, or gender identity, and does not perpetuate gender stereotypes. Given the key role of language in shaping cultural and social attitudes, using gender-inclusive language is a powerful way to promote gender equality and eradicate gender bias.¹⁰ Phrases like ‘manpower’, ‘man-hours’, or choosing the ‘right man for the job’ reinforce the stereotypes that certain jobs, skills, or workplaces are only available and suited to a particular gender.

7. Diversity Council Australia (2017), *Words at Work – Building Inclusion Through the Power of Language*, [Online]. Available at: <https://www.dca.org.au/research/project/wordsatwork-building-inclusion-through-power-language>

8. Tasmanian Government (n.d.), *Info Sheet: Respectful Language*, [PDF]. Available at: https://www.dpac.tas.gov.au/_data/assets/pdf_file/0028/186814/Gender_-_Respectful_Language_Fact_Sheet_FINAL.pdf

9. Reconciliation Australia (n.d.), *Demonstrating Inclusive and Respectful Language*, [PDF]. Available at: <https://www.reconciliation.org.au/wp-content/uploads/2021/10/inclusive-and-respectful-language.pdf>

10. United Nations (n.d.), *Gender Inclusive Language*, [Online]. Available at <https://www.un.org/en/gender-inclusive-language/index.shtml>



Case Study: Newmont

Since 2018, Newmont worked with various teams across its global operations to remove symbols of exclusion, including exclusionary language and making facilities more inclusive. For example, they eliminated ‘Men at Work’ signs; revised such titles to ‘foreperson’; and changed terms such as ‘pregnant solution’ to ‘rich solution’ and ‘virgin carbon’ to ‘fresh carbon’.

Person-first language

Person-first language emphasises the humanity of the person before the characteristics or traits that may be used to identify them. It prevents the categorisation and segregation of people into groups. Person-first language recognises differences in people, while respecting their humanity. For example, replacing ‘disabled person’ with ‘person with a disability’ emphasises the personhood of the individual. It is important to also consider that while person-first language is common in formal settings many individuals with disabilities, especially in the autistic community, prefer identity-first language. They consider autism as an integral part of their identity and take pride in it. It is important to respect individual preferences in self-identification and not correct or admonish those who choose identity-first language.

Accessible Language

Accessible language (and accessible communication) benefits all audiences by making information accurate, clear, and direct. Accessible language accommodates people of all ages and abilities, including those with cognitive disabilities, literacy levels, and official language proficiency levels.¹¹ In sites where multiple languages are spoken, it is important to ensure communication is accessible and understood despite language differences. To ensure inclusivity, company systems should include applicable languages in daily communications. This can involve multilingual signs, translation services for meetings, and written materials in all languages, and regularly updating these practices to meet the changing needs of the workforce.

GUÍA PARA EL USO DE **LENGUAJE INCLUSIVO**

INFORMATE

CODELCO

Con
diversidad

SOMOS
MAS

CODELCO

¿CUÁL ES LA FINALIDAD DE UTILIZAR LENGUAJE INCLUSIVO O CON ENFOQUE DE GÉNERO?

Evitar sesgos de género que oculten la participación o presencia de hombres y mujeres en la vida laboral y social, así damos cuenta siempre de la presencia de ambos sexos.

AL REDACTAR CARTAS, CORREOS Y/O NOTAS INTERNAS:

- Cuando conozcas a la o las personas, se debe explicitar su sexo, como por ejemplo:
Sra. Juana Domínguez S.
Ingeniera Civil Industrial
Jefa Unidad de Documentos
- Cuando no se conozca a la o las personas, se debe utilizar un lenguaje neutro, como por ejemplo:
Se solicita a quienes hayan participado del proceso de evaluación...

CUANDO QUIERAS REFERIRTE A:

- Hombre / Mujer, elige: Personas.
- Trabajadores / Trabajadoras, elige: Personal, Dotación, Fuerza Laboral, Personas y/o Capital Humano.
- Jefe / Jefa, elige: Jefatura.
- Supervisores / Supervisoras, elige: Supervisión.
- Ejecutivos / Ejecutivas, elige: Comité ejecutivo, Estamento Ejecutivo.
- Hijos / Hijas, elige: Hijos e hijas.

CUANDO SE UTILICEN IMÁGENES:

- Tanto para fotografías, como para iconografías, se debe privilegiar aquellas que muestren ambos sexos.

OTRO CONSEJO:

- Evita el uso de los pronombres con marca de género (él, ella, los, las, entre otros). Utiliza en cambio: quien o quienes.



11. Perego (2020), *Accessible Communication: A Cross-Country Journey*, [PDF]. Available at: https://library.oapen.org/bitstream/id/1ceffc90-6da9-4f89-9fc4-d12b5443c342/Perego_Accessible_Communication.pdf

Aligning Intent with Impact

Accounting for differences in authority and experiences in language and communication choices crucial to creating an inclusive environment. The way certain terms are understood can vary, so it is important to be mindful of how they may be perceived by others. Thoughtful communication bridges these gaps, fostering respect and inclusion across all levels of an organisation.

Power Distance

Power distance refers to the extent to which the members of a society accept that power in institutions and organisations is distributed unequally.¹² The perception of who has power, and why they have power is shaped by the values and culture of the society, and these values trickle down into communication in the workplace. In high power distance contexts, individuals are more likely to keep silent and less likely to provide direct feedback to higher-ups, while individuals in low power distance contexts are more open and direct with feedback.¹³

Social Constructs

Social constructs are ideas we have about the world around us. These have been formed through human interaction. Changing the language, we use signals a change in our external environment. Language changes and evolves as people change and evolve. This means the power to change our surroundings lies with us. Societies that were once not inclusive and marginalised certain groups, can now be societies in which everyone has a voice and a right to be heard. Words take on different meanings and new phrases are introduced by every generation.

Connotations of Words

The historical connotation of words and phrases can be offensive to some (particularly members of underrepresented groups). Some words may also have different meanings in different countries. A word that may have positive connotations in one country, may be used in a derogatory manner in another. It is therefore important to be aware of what your words and phrases mean. Even though something may seem innocent to you, to another it may be hurtful. Phrases such as 'black sheep' inadvertently perpetuates negative associations with racial blackness.

It may not be someone's intent to offend since a word or phrase may have a different meaning or application in their context. Being aware of this and collaborating with one another to choose more inclusive language will help create the work environment we strive towards.

12. Alper (2019), *Power Distance*, [Online]. Available at: https://doi.org/10.1007/978-3-319-28099-8_1888-1

13. Dai et al., (2022), *Power Distance Belief and Workplace Communication: The Mediating Role of Fear of Authority*, [Online]. Available at: <https://doi.org/10.3390%2Fijerph19052932>

How Language Impacts Different Groups of People

Age

- Ageist language discriminates against people based on their age. It is based on preconceived notions and ideas of the abilities that different generations either possess or lack.
- Examples of ageist language include ‘old school’, and ‘young’un’ and examples of stereotyping based on age can be promoting the idea that younger employees are less focused and experienced, and senior employees are more rigid and lack the willingness to adapt to digitalisation.

Disability

- Language that insinuates persons with disabilities are less capable and inferior to persons without disabilities is called ableist.
- Persons with disabilities should primarily be referred to as persons (person-first language) as opposed to first being identified by the disability that they have. This would, for example, mean saying ‘a person with a disability’ instead of ‘a disabled person’.
- Ableist language also implies that it is unusual for persons with disabilities to be successful and productive and to live happy and fulfilling lives. Descriptions of persons with disabilities as ‘courageous’ or ‘brave’ or as having ‘overcome’ their disability can be patronising and should be avoided.¹⁴

Gender

- Examples of how language of gender impacts people can be found in gender-biased language or unnecessarily gendered terms that favour one gender over another and promotes stereotypes around cisgender men and women. They foster preconceived notions about cisgender women and men and their capabilities.
- Although gender specifications in job advertisement are not allowed in many jurisdictions, gender preferences can still be conveyed with more subtle cues such as traits and stereotypes typically associated with certain genders. For example, words such as competitive, dominant or leader are associated with male stereotypes, while words such as support, understand and interpersonal are associated with female stereotypes.¹⁵
- Gender identity is complex, and it is important to recognise that there are differences between sex, gender identity, gender expression and sexual orientation. The use of language is evolving to be more inclusive and go beyond simple binary gender (male/female only).¹⁶

14. UN Geneva (2021), *Disability-Inclusive Language Guidelines*, [PDF]. Available at: www.ungeneva.org/sites/default/files/2021-01/Disability-Inclusive-Language-Guidelines.pdf

15. Gaucher et al., (2011), *Evidence That Gendered Wording in Job Advertisements Exists and Sustains Gender Inequality*, [Online]. Available here: <https://gap.hks.harvard.edu/evidence-gendered-wording-job-advertisements-exists-and-sustains-gender-inequality>
16. British Columbia Public Service Agency (2018), *Words Matter: Guidelines on Using Inclusive Language in the Workplace*, [PDF]. Available at: <https://heritagebc.ca/wp-content/uploads/2019/05/Words-Matter-May182018.pdf>

Sexual Orientation & Sexual & Gender Minorities (SGM)

- Sexual orientation and gender identity or expression have different meanings and are subjective and circumstantial to the individual. It is also important to note that the commonly used acronyms (LGBTQIA+, LGBTQ2S+, LGBTQ etc.) represent many, but not all, groups and the ‘+’ recognises that there are many more identities as well.¹⁷
- LGBTQIA+ biased language typically includes phrases and terms that are cis/hetero-normative and promote the idea that gender is binary. For example, asking colleagues to invite their ‘husbands’ and ‘wives’ reinforces the bias that heterosexuality is the preferred way of being.
- ‘Queer’ is sometimes used as an umbrella term to refer to all people with non-heterosexual sexual orientations. Although it is a reclaimed term within the LGBTQIA+ community, it is considered offensive in some contexts, and therefore it is encouraged to only be used if necessary and appropriate.¹⁸

Ethnicity and Culture

- Language that is ethnically and culturally biased assumes that one nationality, culture or religion is superior. Preferred terms change as language evolves and as awareness increases. It is important to respect a group’s or an individual’s preference on how they wish to be addressed and referred to.¹⁹
- Stereotypes are perpetuated and language can create in-groups and out-groups, often excluding members of the nondominant ethnic or cultural group. However, in-group terms are accepted and used by members of the same group but are most often not appropriate for use by people who are not members of the group. In-group terms sometimes form as an act of resilience and re-appropriation.²⁰
- Language should be representative of different groups of people; members of historically marginalised groups are less likely to feel included when their ethnic or cultural group is only described through the lens of the dominant ethnic or cultural group.

Neurodiversity

- Language that excludes people who are neurodivergent is based on societal norms and expectations which outline what is ‘normal’ and often insinuate that people who are neurodiverse are less able than those who are neurotypical.
- Examples of non-inclusive neurodiverse phrases include referring to mental or psychosocial conditions in a joking or casual manner such as referring to a preference for tidy surroundings as obsessive-compulsive disorder (OCD).²¹
- Exclusive language towards neurodivergence results in a limit to understanding and appreciating the varying ways in which individuals cognitively process differently than what society considers to be the norm, sometimes resulting in people socialising and expressing themselves differently. It may also contribute to the misconception that neurodivergence is synonymous with a disability, which can result in further discrimination and ‘othering.’

17. Ibid.

18. GSMA (2020), *Inclusive Language Guide*, [PDF]. Available at: https://www.gsma.com/aboutus/wp-content/uploads/2020/11/GSMA-Inclusive-Language-Guide_2020.pdf

19. British Columbia Public Service Agency (2018), *Words Matter: Guidelines on Using Inclusive Language in the Workplace*, [PDF]. Available at: <https://heritagebc.ca/wp-content/uploads/2019/05/Words-Matter-May182018.pdf>

20. Ibid.

21. Hydro, (n.d.), *The Power of Words: A Guide to Inclusive Language* [Internal Document].

Checklists

Written Communication

- Use gender-neutral pronouns (such as ‘they’ and ‘them’) or an intentional balance of pronouns when not referring to a specific individual. Alternatively, use the person’s name as a pronoun instead, as some people may not use pronouns.
- Ensure gender diverse people are represented in examples, case studies and materials and that all genders are quoted as experts and authorities.
- Avoid describing people in a way that reinforces gender and other stereotypes. In scenarios that relate to inclusion of women in male dominated industries, the key messages should represent women as agents of change and avoid language that portrays women as passive recipients of aid or as victims.
- Depict different genders actively participating in diverse aspects of public and private life (at home, school, the workplace, in public and family life and in the community) and be mindful of people’s many complementary identities at work and in the home.²²
- Use of inclusive language tools such as Develop Diverse or Textio ²³ for job ads but also for other types of written communications.
- Organise content with descriptive headings to guide readers through the document and include brief summaries at the beginning or end of documents to outline key points. This ensures accessibility for audiences that include people with cognitive disabilities or those who use assistive technologies like screen readers.

Audio and Visual Content

- Choose images that show all genders in non-traditional and non-stereotypical roles and professions. Show women in positions of power and authority as the norm and not an exception.
- Ensure at least proportionate numbers of women and men in image selection.
- Consider posture, expressions, gestures, positioning and clothing within a picture or image to convey balance, equal status, and authority. For example, avoid portraying a man explaining something to a women-only group.
- Try not to reinforce traditional or dominant ideologies of beauty – focus on the roles of the people in the images and a variety of representative appearances. Include representations of intersectional marginalisation (disability, first language, race, sexuality, age, etc.).
- Do not limit communication solely to visuals; incorporate audio as well. Additionally, provide audio and visual descriptions for any images.
- Include alt-text captions and image descriptions to make audiovisual materials more understandable and accessible.²⁴

22. International Labour Organization (2022), *Gender-Inclusive Service Provision*, [PDF]. Available at: https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/documents/publication/wcms_837254.pdf

23. Suggestive* inclusive writing platforms that detect biased words and sentences and suggests inclusive and non-stereotypic alternatives for job ads and other employer branding content.

24. International Labour Organization (2022), *Gender-Inclusive Service Provision*, [PDF]. Available at: https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/documents/publication/wcms_837254.pdf

Examples of Inclusive Language in Conversation

Non-Inclusive Conversation	Inclusive Conversation
<p>Person A: Hey! So good to see you! How was your weekend?</p> <p>Person B: Oh! It was amazing! We had such a crazy time together at dinner. It was an insane evening.</p>	<p>Person A: Hey! So good to see you! How was your weekend?</p> <p>Person B: Oh! It was amazing! We had such a good time at dinner. It was such a fun evening.</p>
<p>Person A: That is good. Glad to hear you had a nice weekend. I was thinking, perhaps it would be great for us to create an inclusive communication guide for the office?</p> <p>Person B: I agree! We need to have discussions about how we can be more inclusive of the disabled, the transgendered and minorities.</p>	<p>Person A: That's good. Glad to hear you had a nice weekend. I was thinking, perhaps it would be great for us to create an inclusive communication guide for the office?</p> <p>Person B: I agree! We need to have discussions about how we can be more inclusive of persons with disabilities, transgender persons, and other underrepresented communities.</p>
<p>Person A: I'm glad you're on board. We can't turn a blind eye to these things any longer.</p> <p>Person B: Should our guide also include a blacklist of terms, so people have practical examples of non-inclusive language?</p> <p>Person A: Yes, great idea. I'll be working from home tomorrow, so email me your preliminary ideas and we can present them to the guys at the office next week.</p>	<p>Person A: I'm glad you're on board. We can no longer be insensitive to these things.</p> <p>Person B: Should our guide also include a list of terms to exclude, so people have practical examples of non-inclusive language?</p> <p>Person A: Yes, great idea. I'll be working from home tomorrow, so email me your preliminary ideas and we can present them to the team at the office next week.</p>

Examples of Phrases to Replace²⁵

Instead of	Say	Why
Abbreviations (ATSI, TSI, IP)	Consider writing in full	Abbreviations used to describe people, especially Indigenous Peoples, may cause offense and should not be used in either verbal or written communication.
Basket Case	Nervous	The origin of the term: WWI veterans who lost all their limbs were sometimes referred to as 'basket cases' as a reference to the baskets they would be carried around in.
Blacklist/Whitelist	Blocklist/Allowlist	Though not intentionally discriminatory and not directly race-related, the phrases can have racial connotations that associate 'black' with negative emotions and 'white' with positive emotions.
Crazy/Insane/Nuts (as expressions)	Unbelievable, over the top	Offensive to people with psychosocial disabilities.
Crazy/Insane/Nuts/Psycho	Person with a psychosocial disability	Offensive to people with psychosocial disabilities.
Differently abled	Person with a disability	Inaccurate identification for persons with disabilities as we are all differently abled and have different skillsets, strengths etc.
Disabled person	Person with a disability	Does not prioritise the humanity of the person over the disability/an identity trait.
First World versus Third World	Specific country names	Racist connotations as it is commonly used to refer to global south countries and to imply that 'Third world' signifies a backwardness as compared with others.
He/Him/She/Her	Ask the person which pronouns they prefer (Alternatively: 'They', for example)	The person may not identify themselves using these pronouns.
Illegal immigrant/Alien (Used outside of legal context)	Undocumented person/ undocumented immigrant	The term is considered to be demeaning and primarily aimed at targeted marginalised groups.
Ladies and gentlemen	Colleagues/Team/People	Does not recognise that there may be people in the audience who do not identify within those categories.
Lame/Paralytic	Person with a disability	Offensive term to people with mobility related disabilities.
Man up	Be brave	Implies that being courageous and strong is a trait associated primarily with masculinity.
Mentally disabled	Person with a mental disorder	Emphasises people's humanity by placing the person before the disability – disabilities do not define who a person is.
Pow Wow	Quick meeting, chat, etc.	Using this phrase which is associated with an Indigenous Peoples ceremony to refer to a quick business meeting denigrates the long, cultural significance of Pow Wows.

25. Some phrases do not directly translate from the English language and may not be culturally relevant depending on geographical location.

Racial Descriptors (e.g., Black, Latino, Indian, Asian, etc.)	Consider the necessity of using race within your text or speech.	
Sexual preference	Sexual orientation	The term implies that sexuality is a choice.
Suffering from	Living with/Being treated for	May suggest powerlessness and a poorer quality of life.
Tone-deaf	Ignore/be insensitive to	Can be insensitive towards people with hearing impairments.
Turn a blind eye	Ignore/be insensitive to	Can be insensitive towards people with blindness.
Wheelchair bound	Person in a wheelchair/Person who uses a wheelchair	Does not prioritise the humanity of the person over the disability/an identity trait.
White collar/Blue collar	Frontline workers/Support office; Operator/Office worker	May be considered classist. Such terms may impact whether employees feel valued.

Glossary of Key Terms & Concepts

Ableism

Stereotyping, prejudicial attitudes, discriminatory behaviour, and social oppression toward people with disabilities to inhibit and infringe on their rights and well-being.²⁶

Ageism

Stereotyping and discrimination against individuals or groups based on their age.²⁷

Ally

An individual in a position of privilege or power who makes consistent efforts to understand, uplift, empower, and support equity deserving groups.²⁸

Antisemitism

Prejudiced belief or behaviours towards people of Jewish faith. This can take the form of promoting negative stereotypes, social exclusion, or violence.²⁹

Asexual

(Of a person) not experiencing sexual attraction or a desire to have sexual relationships.³⁰

Belonging

A state of being where people feel welcomed, included, and appreciated.³¹

Bias

The conscious (explicit) or unconscious (implicit) opinion, preference, prejudice, or inclination formed without reasonable justification that prevents a balanced or even-handed judgement.³²

Bisexual

Sexually attracted to people of more than one gender.³³

Bullying

Repeated mistreatment: abusive conduct that is

threatening, humiliating, or deliberately intimidating, work sabotage, or verbal abuse.³⁴

Cisgender

Describing or connected with people whose sense of personal identity and gender is the same as their birth sex.³⁵

Classism

The institutional, cultural, and individual set of practices and beliefs that assign differential value to people according to their socioeconomic class in a social system characterised by economic inequality.³⁶

Colourism

Prejudice or discrimination against individuals with darker skin tones, typically among people of the same ethnic or racial group.

Conscious Bias

When a person is very clear about and aware of their feelings and attitudes. Related behaviours are conducted with intent.

Disability

Broadly defined as the interaction of physical, psychological, intellectual, and socioemotional differences or impairments with the social environment.³⁷

Discrimination

Any distinction, exclusion or preference made based on race, colour, sex, religion, political opinion, national extraction, or social origin, which has the effect of nullifying or impairing equality of opportunity or treatment in employment or occupation.³⁸

Diversity

The variety of similarities and differences among people, often called diversity dimensions, including, but not limited

26. Hydro (n.d.), *The Power of Words: A Guide to Inclusive Language*, [Internal Document].
27. Ibid.

28. Canadian Centre for Diversity and Inclusion (2022), *Glossary of Terms*, [PDF]. Available at: <https://ccdi.ca/media/3150/ccdi-glossary-of-terms-eng.pdf>

29. Oxfam (2023), *Inclusive Language Guide*, [Online]. Available at: <https://policy-practice.oxfam.org/resources/inclusive-language-guide-621487>

30. Hydro (n.d.), *The Power of Words: A Guide to Inclusive Language*, [Internal Document].
31. Ibid.

32. Canadian Centre for Diversity and Inclusion (2022), *Glossary of Terms*, [PDF]. Available at: <https://ccdi.ca/media/3150/ccdi-glossary-of-terms-eng.pdf>

33. Hydro (n.d.), *The Power of Words: A Guide to Inclusive Language*, [Internal Document].

34. International Labour Organization (2020), *Safe and Healthy Working Environments Free from Violence and Harassment*, [PDF]. Available at: https://www.ilo.org/sites/default/files/wcmsp5/groups/public/@europe/@ro-geneva/@ilo-ankara/documents/publication/wcms_751977.pdf

35. Hydro (n.d.), *The Power of Words: A Guide to Inclusive Language*, [Internal Document].

36. Harvard (2020), *Foundational Concepts & Affirming Language*, [PDF]. Available at: https://www.hsph.harvard.edu/social-and-behavioral-sciences/wp-content/uploads/sites/66/2022/07/foundational_concepts_and_affirming_language.pdf

37. Ibid.

38. International Labour Organization (n.d.), *C111 – Discrimination (Employment and Occupation)*, [Online]. Available at: https://normlex.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:55:0::NO::P55_TYPE,P55_LANG,P55_DOCUMENT,P55_NODE:CON,en,C111,/Document

to: gender, sex, gender identity and expression, ethnicity, race, native or indigenous identity/origin, age, generation, disability, sexual orientation, culture, religion, belief system, marital status, parental status, pregnancy, socio-economic status/caste, appearance, language and accent, mental health, education, geography, nationality, work style, work experience, job role and function, thinking style, and personality type.³⁹

Empowerment

Increasing the personal, political, social, or economic strength of individuals and communities. Empowerment of women and girls concerns women and girls gaining power and control over their own lives.⁴⁰

Equality

The fact of being equal in rights, status, advantages, etc.⁴¹ Not to be confused with 'equity.' (See below)

Equality of Outcome/Substantive Equality

Substantive equality is a legal principle that refers to the achievement of true equality in outcomes. It is achieved through equal access, equal opportunity and, most importantly, the provision of services and benefits in a manner and according to standards that meet any unique needs and circumstances, such as cultural, social, economic, and historical disadvantage.⁴²

Equity

Parity in policy, process, and outcomes for historically, persistently, or systematically marginalised people and groups while accounting for diversity. It considers power, access, opportunities, treatment, impacts and outcomes in representation and resources.⁴³ Not to be confused with 'equality' (see above).⁴⁴

Ethnicity

A dynamic set of historically derived and institutionalised ideas and practices that (1) allows people to identify or to be identified with groupings of people on the basis of presumed (and usually claimed) commonalities including language, history, nation or region of origin, customs, ways of being, religion, names, physical appearance and/or genealogy or ancestry.⁴⁵

Gay

(Of people) sexually, romantically, emotionally, physically, and/or spiritually attracted to people of the same sex.⁴⁶

Gender

A social and cultural construct, which distinguishes differences in the attributes of people.⁴⁷

Gender-based Constraints

Constraints that people face that are a result of their gender, eg. Barriers to land access, male dominated negotiations etc.

Gender-based Violence (GBV)

An umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (gender) differences.⁴⁸

Gender Equality

The equal rights, responsibilities, and opportunities for all genders.⁴⁹

Gender Equity

The process of being fair to all genders and importantly the equality of outcomes and results. Gender equity may involve the use of temporary specific measures to compensate for historical or systemic bias or discrimination.⁵⁰

39. Molefi, O'Mara and Richter (2021), *Global Diversity & Inclusion Benchmarks*, [Online] Available at: <https://dileaders.com/gdeib/>

40. UNICEF (2017), *Glossary of Terms and Concepts*, [PDF]. Available at: <https://www.unicef.org/rosa/media/1761/file/Genderglossarytermsandconcepts.pdf>

41. Hydro (n.d.), *The Power of Words: A Guide to Inclusive Language*, [Internal Document].

42. Government of Canada (2019), *Jordan's Principle: Substantive Equality Principles*, [Online]. Available at: <https://www.sac-isc.gc.ca/eng/1583698429175/1583698455266#chp1>

43. The University of British Columbia (2023), *Equity and Inclusion Glossary of Terms*, [Online]. Available at: <https://equity.ubc.ca/resources/equity-inclusion-glossary-of-terms/#E>

44. University of British Columbia (2023), *Equity and inclusion glossary of terms*, [Online]. Available at <https://equity.ubc.ca/resources/equity-inclusion-glossary-of-terms/#:-:text=Equality%20%2F%20Equitable,groups%20while%20accounting%20for%20diversity>.

45. University of Pittsburgh (n.d.), *Glossary of Terms*, [Online]. Available at: <https://www.diversity.pitt.edu/education/glossary-terms>

46. Hydro (n.d.), *The Power of Words: A Guide to Inclusive Language*, [Internal Document].

47. UNICEF (2017), *Glossary of Terms and Concepts*, [PDF]. Available at: <https://www.unicef.org/rosa/media/1761/file/Genderglossarytermsandconcepts.pdf>

48. Ibid.

49. United Nations Women (n.d.), *Concepts and Definitions*, [Online]. Available at: <https://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm#:~:text=Equality%20between%20women%20and%20men,men%20and%20girls%20and%20boys>

50. UNICEF (2017), *Glossary of Terms and Concepts*, [PDF]. Available at: <https://www.unicef.org/rosa/media/1761/file/Genderglossarytermsandconcepts.pdf>

Gender Parity

Another term for equal representation of all genders in each area, for example, gender parity in organisational leadership or higher education. Working toward gender parity (equal representation) is a key part of achieving gender equality.⁵¹

Gender Spectrum

The concept that gender exists beyond a simple man/woman binary model, but instead exists on a continuum. Some people fall towards more masculine or more feminine aspects, some people move fluidly along the spectrum, and some identify off the spectrum entirely.⁵²

Harassment

A range of unacceptable behaviours and practices, or threats thereof, whether a single occurrence or repeated, that aim at, result in, or are likely to result in physical, psychological, sexual, or economic harm, and includes gender-based violence and harassment.⁵³

Heterosexual

(Of people) Sexually or romantically attracted to people of the opposite sex.⁵⁴

Homosexual

(Of people) Sexually or romantically attracted to people of the same sex.⁵⁵

Hostile work environment

Created by pervasive harassment and discriminatory conduct that leads to an intimidating, offensive, threatening, or humiliating work environment; or causes a situation where a person's psychological well-being is adversely affected.⁵⁶

Hyper-masculine

An exaggeration of traditionally masculine traits or behaviour. This can include 'a callous sexual attitude towards women', 'the belief that violence is manly', and 'the experience of danger as exciting'.⁵⁷

Inclusion

A dynamic state of feeling, belonging, and operating in which diversity is leveraged and valued to create a fair, healthy, and high-performing organisation or community. An inclusive culture and environment ensure equitable access to resources and opportunities for all.⁵⁸

Inclusive Language

Inclusive language helps us interact with others in a respectful way and employs words and phrases which are welcoming, unbiased, and not based on assumptions or stereotypes.⁵⁹

Intersectionality

Intersectionality refers to overlapping social identities and the related systems of oppression, domination, and/or discrimination. The idea is that multiple identities intersect to create a whole that is different from the component identities.⁶⁰

Intersex

Describing or relating to a person that has both male and female sex organs or other sexual characteristics; born with sexual characteristics that do not fit the categories of either 'male' or 'female'.⁶¹

Islamophobia

Discrimination or prejudice towards people of Muslim faith. This can take the form of promoting negative stereotypes, social exclusion, or violence.⁶²

51. United Nations Women Training Centre (n.d.), *Gender Equality Glossary*, [Online]. Available at: <https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=G&sortkey&sortorder&fullsearch=0&page=1>

52. Harvard (2020), *Foundational Concepts & Affirming Language*, [PDF]. Available at: https://www.hsph.harvard.edu/social-and-behavioral-sciences/wp-content/uploads/sites/66/2022/07/foundational_concepts_and_affirming_language.pdf

53. International Labour Organization (2019), *C190 – Violence and Harassment Convention*, [Online]. Available at: https://normlex.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C190

54. Hydro (n.d.), *The Power of Words: A Guide to Inclusive Language*. [Internal Document].

55. Ibid.

56. Society for Human Resource Management (n.d.), *HR Glossary*, [Online]. Available at: <https://www.shrm.org/topics-tools/tools/hr-glossary>

57. International Labour Office (2013), *Men and Masculinities – Promoting Gender Equality in the World of Work*, [PDF]. Available at: https://www.ilo.org/sites/default/files/wcmsp5/groups/public/@dgreports/@gender/documents/publication/wcms_232755.pdf

58. Molefi, O'Mara and Richter (2021), *Global Diversity & Inclusion Benchmarks*, [Online]. Available at: <https://dileaders.com/gdelb/>

59. Hydro (n.d.), *The Power of Words: A Guide to Inclusive Language*, [Internal Document].

60. UNICEF (2017), *Glossary of Terms and Concepts*, [PDF]. Available at: <https://www.unicef.org/rosa/media/1761/file/Genderglossarytermsandconcepts.pdf>

61. Hydro (n.d.), *The Power of Words: A Guide to Inclusive Language*, [Internal Document].

62. Oxfam (2023), *Inclusive Language Guide*, [Online]. Available at: <https://policy-practice.oxfam.org/resources/inclusive-language-guide-621487>

Lesbian

(Of a woman) sexually or romantically attracted to other women.⁶³

LGBTQIA+

An acronym for lesbian, gay, bisexual, transgender, queer and intersex. The plus sign represents people with diverse SOGIESC (sexual orientation, gender identity, gender expression, sex characteristics) who identify using other terms.⁶⁴

Micro-aggression

Brief and commonplace verbal, behavioural, or situational indignities that communicate hostile, derogatory, or negative slights or insults, especially toward members of minority or oppressed groups.⁶⁵

Microaffirmation

Small gesture of inclusion, caring or kindness. They include listening, providing comfort and support, being an ally and explicitly valuing the contributions and presence of all. It is particularly helpful for those with greater power or seniority to 'model' affirming behaviour.⁶⁶

Minority

A minority group is a population subgroup (e.g., ethnic, racial, social, religious, or other group) with differential power than those deemed to hold the majority power in the population.⁶⁷

Misgender

To refer to someone, especially a transgender or gender-expansive person, using a word, especially a pronoun or form of address, which does not correctly reflect the gender with which they identify.⁶⁸

Neurodivergent

A term representing individuals who cognitively process differently than what society considers the norm (or Neurotypical). A term that evolved from the advocacy movement on behalf of Autistic individuals and has been embraced by other groups of individuals with neurologically based conditions (e.g., ADHD, Tourette's syndrome, dyslexia, learning disabilities [LDs]).

Non-binary

(Of a person) not identifying as either male or female.⁶⁹

Othering

Categorising a group of people according to perceived differences, such as ethnicity, skin colour, religion, gender, or sexual orientation, and using an 'us vs. them' mentality to alienate the group.⁷⁰

Pansexual

Sexually attracted to people without regard to their sex or gender identity.⁷¹

Patriarchy

Social system in which men hold the greatest power, leadership roles, privilege, moral authority and access to resources and land, including in the family. Most modern societies are patriarchies.⁷²

Prejudice

A dislike of or preference for a person, group, custom, etc., especially when it is based on their race, religion, sex, etc.⁷³

Psychosocial

Emphasise the close connection between psychological aspects of experience and wider social aspects of experience, inclusive of human capacity, social ecology, and culture and values.⁷⁴

63. Ibid.

64. United Nations Migration (2021), *Glossary of Terms*, [PDF]. Available at: <https://www.unhcr.org/sites/default/files/legacy-pdf/6163eb9c4.pdf>

65. American Psychological Association (2023), *Microaggression*, [Online]. Available at: <https://dictionary.apa.org/microaggression>

66. Harvard Human Resources (n.d.), *Glossary of Diversity, Inclusion and Belonging (DIB) Terms*, [PDF]. Available at: https://edib.harvard.edu/files/dib/files/dib_glossary.pdf

67. Hydro (n.d.), *The Power of Words: A Guide to Inclusive Language*, [Internal Document].

68. Harvard (2020), *Foundational Concepts & Affirming Language*, [PDF]. Available at: https://www.hsph.harvard.edu/social-and-behavioral-sciences/wp-content/uploads/sites/66/2022/07/foundational_concepts_and_affirming_language.pdf

69. Ibid.

70. Curle (2020), *US vs. Them: The Process of Othering*, [Online]. Available at: <https://humanrights.ca/story/us-vs-them-process-othering>

71. Harvard (2020), *Foundational Concepts & Affirming Language*, [PDF]. Available at: https://edib.harvard.edu/files/dib/files/foundational_concepts_and_affirming_language.pdf

72. UNICEF (2017), *Glossary of Terms and Concepts*, [PDF]. Available at: <https://www.unicef.org/rosa/media/1761/file/Genderglossarytermsandconcepts.pdf>

73. Hydro (n.d.), *The Power of Words: A Guide to Inclusive Language*, [Internal Document].

74. Meyer (2013), *UNHCR's Mental Health and Psychosocial Support*, [Online]. Available at: <https://www.unhcr.org/media/unhcrs-mental-health-and-psychosocial-support-persons-concern>

Psychosocial Hazard

Factors in the design or management of work that increase the risk of work-related stress and can lead to psychological or physical harm.⁷⁵

Race

One of the main groups that humans can be divided into according to their physical differences, for example the colour of their skin; the fact of belonging to one of these groups.⁷⁶

Racism

The unfair treatment of people who belong to a different race; violent behaviour towards them; the belief that some races of people are better than others, or a general belief about a whole group of people based only on their race.⁷⁷

Sex

Refers to the biological and physiological reality of being males or females.⁷⁸

Sexual Harassment

Unwelcome sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature.⁷⁹

Sex disaggregated data

Data that is cross classified by sex, presenting information separately for different sexes. When data is not disaggregated by sex, it is more difficult to identify real and potential inequalities.⁸⁰

Sexism

Any act, gesture, visual representation, spoken or written words, practice, or behaviour based upon the idea that a person or a group of persons is inferior because of their sex, which occurs in the public or private sphere, whether online or offline.⁸¹

Sexual orientation

A component of identity that includes a person's sexual and emotional attraction to another person and the behaviour and/or social affiliation that may result from this attraction.⁸²

Stereotype

A fixed idea or image that many people have of a particular type of person or thing, but which is often not true and may cause hurt and offence.⁸³

Structural Discrimination

A form of discrimination resulting from policies, despite apparently being neutral, that have disproportionately negative effects on certain societal groups.⁸⁴

Transgender

Describing or relating to people whose gender identity does not match the sex they were said to have at birth.⁸⁵

Unconscious Bias

An unfair belief about a group of people that you are not aware of and that affects your behaviour and decisions.

Xenophobia

A strong feeling of dislike or fear of people from other countries.⁸⁶

75. Work Safe Victoria (n.d.), *Psychosocial Hazards Contributing to Work-Related Stress*, [Online]. Available at: <https://www.worksafe.vic.gov.au/psychosocial-hazards-contributing-work-related-stress>

76. Hydro (n.d.), *The Power of Words: A Guide to Inclusive Language*, [Internal Document].
77. Ibid.

78. UNICEF (2017), *Glossary of Terms and Concepts*, [PDF]. Available at: <https://www.unicef.org/rosa/media/1761/file/Genderglossarytermsandconcepts.pdf>

79. United Nations Women (n.d.), *What is Sexual Harassment*, [PDF]. Available at: <https://www.un.org/womenwatch/osagi/pdf/whatish.pdf>

80. UNICEF (2017), *Glossary of Terms and Concepts*, [PDF]. Available at: <https://www.unicef.org/rosa/media/1761/file/Genderglossarytermsandconcepts.pdf>

81. Council of Europe (2019), *Recommendation CM/REC(2019)1 of the Committee of Ministers to Member States on Preventing and Combating Sexism*, [Online]. Available at: [https://search.coe.int/cm/#{%22CoEIdentifier%22:\[%22090000168093b26a%22\],%22sort%22:\[%22CoEValidationDate%20Descending%22\]}](https://search.coe.int/cm/#{%22CoEIdentifier%22:[%22090000168093b26a%22],%22sort%22:[%22CoEValidationDate%20Descending%22]})

82. Hydro (n.d.), *The Power of Words: A Guide to Inclusive Language*, [Internal Document].
83. Ibid.

84. Pinicus (1996), *Discrimination Comes in Many Forms: Individual, Institutional and Structural*, [Online]. Available at: <https://doi.org/10.1177/0002764296040002009>

85. Hydro (n.d.), *The Power of Words: A Guide to Inclusive Language*, [Internal Document].
86. Ibid.

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