

Suntory Beverage & Food Europe
DE&I Diversity Dictionary

SUNTORY
BEVERAGE & FOOD EUROPE



PETER HARDING

CEO SUNTORY BEVERAGE & FOOD EUROPE

FOREWORD

We know that DE&I is an issue of huge importance to us all as employees, as a company and as a wider society. We are determined that SBFE will take meaningful action on DE&I, because we know that we have work to do.

By promoting diversity in our employee base, as well as embracing diverse values and ideas, we can bring forth even greater value.

By embracing equity and inclusion, we can maximise the potential of each and every employee to bring their whole selves to work and develop to their full potential.

This Diversity Dictionary is a resource to increase the awareness of important DE&I topics and is an educational tool for everyone to understand the basics to set the foundation and pave the way for us to act meaningfully on DE&I. Following the content of the Dictionary, there is an elaboration of the five key areas of DE&I that we are looking to focus on going forward.



“I hope that this resource provides you with an understanding of the importance of each DE&I area and on what we are striving for as an organisation.”

PETER HARDING

CEO SUNTORY BEVERAGE & FOOD EUROPE





CONTENTS

INTRODUCTION

- What is DE&I?
- Definitions of protected characteristics
- What to expect in this training resource

DIVERSITY, EQUITY & INCLUSION DICTIONARY

- Allyship
- Cis-gender, trans and non-binary
- Diversity vs Inclusion, Equality vs Equity
- Gaslighting
- Intersectionality
- Microaggressions
- Privilege and marginalisation
- Pronouns
- Race and ethnicity
- Sexual orientation and gender identity
- Victim blaming

FURTHER RESOURCES

- Further learning

DE&I AT SBFE

- Diversity, Equity & Inclusion (DE&I) at SBFE
- Our SBFE DE&I Mission Statement
- Women in Leadership
- Race & Ethnicity
- LGBTQIA+
- Disability
- Age

WHAT IS DE&I?

1. INTRODUCTION

WHAT IS DE&I?

Diversity, equity and inclusion is important to all of us at SBFE. Why? Because it is about ensuring that each of us is able to be ourselves, be valued and be treated fairly at work.

- **Diversity** is about representation – a diverse workforce is one that is comprised of individuals with a range of characteristics, including people from different ethnicities, genders, sexual orientation, age, religion, nationality, and people with disabilities.
- **Equity** is about providing fair opportunities for all employees, based on their individual needs.
- **Inclusion** is about working to ensure people feel valued, respected and accepted for who they are.

Why is it important?

Companies that have a diverse, equitable and inclusive workplace are better places to work. They are also more innovative and creative, have increased organisational agility and resilience, and are more effective at generating growth.

Making DE&I central to SBFE will help us be the company we want to be, and benefit all of us within it. It is threaded through our Suntory Leadership Spirits and our commitment to Growing for Good. It will drive trust and commitment, and help brighten our future.

Protecting each other against discrimination

One of the core parts of DE&I is about protecting people against discrimination at work. Discrimination against someone because of who they are is against the law.

Some of the characteristics that make someone who they are specifically protected in law. These are called 'protected characteristics', and discriminating against someone because of these characteristics is illegal.

DEFINITIONS OF PROTECTED CHARACTERISTICS

1. INTRODUCTION

Protected characteristics are aspects of a person's identity that make them who they are. In the UK, the Equality Act 2010 offers protection from discrimination in the workplace on the basis of 9 protected characteristics:

- 1. Age** – people are protected from discrimination involving unfair treatment on the basis of their age.
- 2. Disability** – employers must make reasonable adjustments to remove barriers caused by a disability (defined as long-term mental or physical impairments that affect a person's day-to-day activities).
- 3. Gender** – people are protected from discrimination involving unfair treatment on the basis of their gender.
- 4. Gender reassignment** – employers cannot treat an employee less favourably because they are changing (or have changed) from one gender category to another. This also protects people who have not undergone any medical procedures.
- 5. Marriage and civil partnership** – people are protected from discrimination on the basis of marital status. People who are divorced, engaged, or co-habiting do not fall under this protected characteristic.
- 6. Pregnancy and maternity** – employers can't treat a person less favourably because they are pregnant or on maternity leave. This applies from the beginning of the pregnancy up to when the person returns from maternity leave.
- 7. Race and nationality** – protects people from discrimination on the grounds of their nationality or race.
- 8. Religion or belief** – protects people who have a genuine belief in a clear religious structure (e.g. Judaism or Islam) from discrimination.
- 9. Sexual orientation** – protects people from discrimination on the grounds of their sexual orientation.





WHAT TO EXPECT IN THIS TRAINING RESOURCE

1. INTRODUCTION

To make progress in our DE&I mission, we all have to be on the journey together. And to be on the journey together we all have to be starting from a similar place.

That's why this first SBF E DE&I training module is focused on language, ensuring we all understand some core terms and ideas relating to DE&I so that we can feel more comfortable and to help us to have important conversations over the coming months and years.

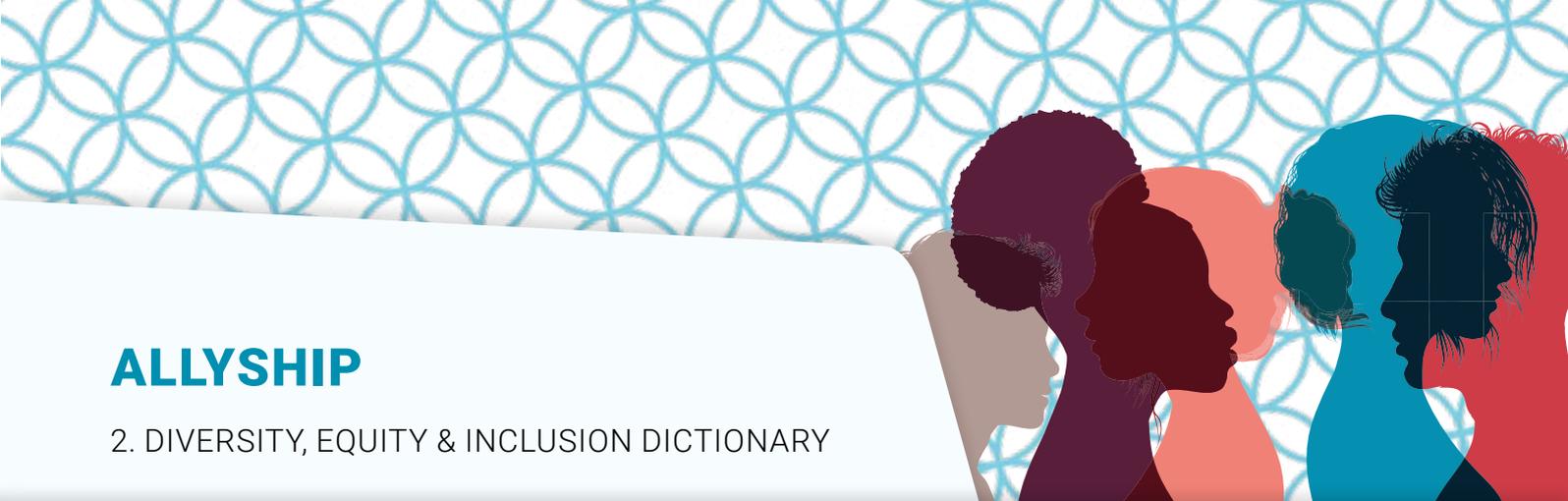
Our Diversity Equity & Inclusion Dictionary is not meant to be an exhaustive list of terms you might come across when we think about DE&I (for a wider list please see the further reading at the end of the module). But the Dictionary explores some terms that we may not know or fully understand, which can help us all reflect on our own experiences and the experiences of those around us, and challenge us to understand different perspectives.



This training module is only the first step. We encourage you to explore the further resources provided at the end of this module, and to use your understanding gained in this training to read further online and in the press. We will be developing more training modules in future that will continue to build our shared capability in DE&I.

We are committed to continuing to work towards creating a more diverse, equitable and inclusive company and workplace. We look forward to going on this journey together.





ALLYSHIP

2. DIVERSITY, EQUITY & INCLUSION DICTIONARY

An ally is any person that actively works to use their privilege in order to advocate for person or group that does not have that same privilege.

Allies support work to amplify the voices of marginalised people, using their position of relative privilege to [for example] call out injustice, inequality and discrimination when they see it (see “Privilege and Marginalisation”). Being an ally requires consistent learning.

Anyone can be an ally to groups they are not part of. For example men can be allies to women, and straight people can be allies to those from the LGBTQIA+ community.

Being an ally is an active, ongoing process, which involves building honest and forming relationships based on trust with people around us.

Examples:

- Using “partner” instead of gendered terms such as “husband/wife” to be more inclusive of those in the LGBTQIA+ community.
- Speaking up in support of colleagues living with a disability when they raise an accessibility need in a meeting.
- Calling out a colleague who is using offensive or discriminatory language to describe a co-worker.
- Educating yourself by reading books and articles about allyship, inclusion and exclusion that challenge your current beliefs.

Reflection points:

- Can you think of a time recently when you have been an ally? What did you do?
- Why is it important to have allies in the workplace?
- What might be challenging about being a good ally?
- What makes you want to be an ally?

CIS-GENDER, TRANS AND NON-BINARY

2. DIVERSITY, EQUITY & INCLUSION DICTIONARY



A cis-gender person identifies exclusively as the gender they were assigned at birth, e.g. a cis-gender woman was presumed to be female at birth, and identifies as female. You might sometimes see the term 'assigned at birth' used as an acronym, e.g. AFAB = assigned female at birth.

In contrast, trans is an umbrella term that describes people whose gender identity is not the same as, or does not sit comfortably with, the gender they were assigned at birth.

Trans people may describe themselves using a variety of terms, including (but not limited to): transgender, non-binary, or genderqueer. It's best to politely ask what term people prefer to be described as, and respect what they tell you.

Not everyone identifies strongly with a gender. Non-binary is an umbrella term for people whose gender identity does not sit comfortably with 'man' or 'woman'. Non-binary identities can include people who identify with neither gender, both, or a combination of some aspects of male and female genders.

Examples:

- A trans woman identifies as woman, she was assigned male at birth. In contrast, a cis-gender woman identifies as a woman and was assigned female at birth.
- John's parents raised their child as a girl, until he told them as a teenager that he is a boy/man. John is a trans man.
- Alex does not feel comfortable being labelled as a man or a woman. When asked, Alex identifies themselves as non-binary.

Reflection points:

- Why is it important for a cis-gender person to know how to discuss their gender identity?
- Does a colleague's gender identity impact their ability to do their job?

DIVERSITY VS INCLUSION, EQUALITY VS EQUITY

2. DIVERSITY, EQUITY & INCLUSION DICTIONARY



Diversity is about recognising difference in terms of personal, physical and social characteristics. These include (but are not limited to) ethnicity, gender, age, religion, sexual orientation, and education. Increasing diversity in the workplace involves increasing the number of employees with different characteristics.

Inclusion is the process of creating a respectful and welcoming culture and environment. Diversity and inclusion can be thought of as two sides of a coin – an inclusive workplace enables a diverse range of people to work together effectively.

Equality means providing everyone with the same amount of resources or support regardless of need. However, equality assumes that everyone begins at the same point, which is not the case. For example, not everyone is able to access the same quality of education or family support, which can limit what jobs they can apply for and lead to them being perceived as less qualified, despite their personal skills and abilities.

In contrast, equity is when resources are shared out according to need, so that those who start off with less are given more. This is not a zero-sum game: focusing on supporting those that need it does not disadvantage other groups in society. In this way, equity levels the playing field. Just like diversity and inclusion, equality and equity work hand-in-hand, because equity is the pathway to a truly equal society and workplace.

Examples:

- Diversity: a workplace with employees who vary in age, gender, ethnicity, religion etc.
- Equality: requiring every job candidate to submit a written application when applying for a job.
- Equity: removing the requirement of a written job application, and providing alternative ways to apply, that speak to a variety of skill-sets and capabilities in order for all applicants to showcase their suitability to the role.

Reflection points:

- How inclusive do you think your team is?
- How diverse is your team? Is it more diverse in some ways than others?
- How diverse is your team? Can you reflect on how it could be more diverse?



GASLIGHTING

2. DIVERSITY, EQUITY & INCLUSION DICTIONARY

Gaslighting is form of psychological manipulation that that makes a person doubt their thoughts and feelings and in extreme cases their own sanity.

In many cases, gaslighting is based on the need for power and control over others, and is often deliberate. However, in some cases people can also gaslight others unintentionally, for example by denying the lived experience of someone around them because they feel uncomfortable dealing with the difficult subject. Gaslighting more often happens to marginalised people, and is a form of exclusion.

Gaslighting involves making someone (or a group of people) question their own understanding by withholding information from them, or providing false information to them.

Someone who is being gaslit typically struggles to put their finger on the problem. They may believe they are imagining things, despite feeling constantly undermined or excluded. Their confidence and productivity levels suffer and they may even be signed off work with work-related stress.

Examples:

- Drip-feeding information or failing to provide full facts, repeatedly re-scheduling meetings, or withholding important information from a particular person/group of people.
- Accusing an employee of 'being irrational' or 'overreacting' to dismiss their concerns.
- An employee lies to a colleague, telling them that the deadline for a project was moved. When questioned about it later, the employee insists they never said it.

Reflection points:

- Have you ever witnessed someone else being gaslit?
 - How might you support someone in your team who was being gaslit?
 - How would approach someone who you knew had gaslit someone else?
- 



INTERSECTIONALITY

2. DIVERSITY, EQUITY & INCLUSION DICTIONARY

Intersectionality is a framework for understanding how social identities—such as gender, ethnicity, social class, religion, sexual orientation, ability, and gender identity—overlap with one another and with systems of power that oppress people in the workplace and broader community.

Intersectionality recognises that every person is made up of multiple social identities. Within each social identity, some categories carry more privilege than others (see “Privilege and Marginalisation”). This term was coined to highlight the specific forms of discrimination that are experienced by Black women.

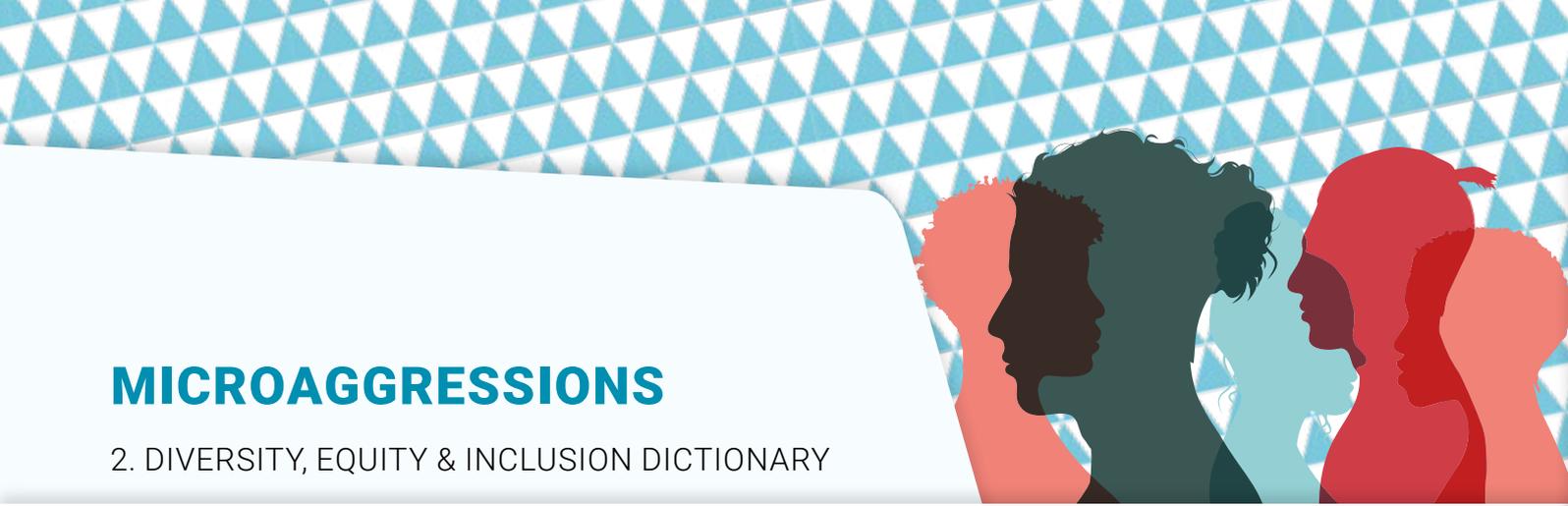
Intersectionality recognises that the way different social identities interact to form multiple sites of oppression that cannot be separated from one another. Intersectionality is a tool that can be used to solve inequality and discrimination in an equitable way.

Examples:

- A Black woman who is the CEO of a large company has a very different experience of sexism and racism (also referred to as misogynoir) in the workplace to a white woman who is the CEO of another large company.
- A white man who is also living with a disability (white is a privileged identity, his disability is a marginalised identity).
- A Black trans man experiences transphobia and racism at the same time and the two cannot be separated. His male privilege does not negate or cancel out the marginalisation he experiences.

Reflection points:

- How would you describe your social identities?
- What is useful about intersectionality?
- Does this definition make you think differently about how you see yourself or people around you?



MICROAGGRESSIONS

2. DIVERSITY, EQUITY & INCLUSION DICTIONARY

Microaggressions are comments or actions that are indirectly, subtly, or unintentionally discriminatory against marginalised people. The perpetrator of a microaggression may not realise that their behaviour is hurtful. While microaggressions can be conscious and intentional, they often are not, but instead reflect systems of oppression that target marginalised people.

Whether intentional or not, microaggressions are not 'micro' or small in terms of the impact that they have on people, but micro in the sense that they are difficult to 'see' by those who say/do them.

Microaggressions can include using derogatory terms, insulting someone's culture or religion, and invalidating or denying the experiences of marginalised people.

Examples:

- Someone continually mispronouncing someone else's name when they've already been corrected several times.
- Someone asking "where someone is from" because they don't have white skin.
- Someone asking how marriage 'works' for someone if they are not heterosexual.
- Someone insisting that prejudice is no longer a problem in society, for example telling a woman that they are being "oversensitive" to a sexist comment that was made.

Reflection points:

- What are some ways you can apologise if you are accused of a microaggression?
 - How would you react if you witnessed a microaggression in the workplace?
 - Why can it be difficult to confront someone who you feel is using a microaggression against someone else?
- 



PRIVILEGE AND MARGINALISATION

2. DIVERSITY, EQUITY & INCLUSION DICTIONARY

Privilege indicates aspects of our identities we do not have control over (typically, things we were born with) that give us advantages in society.

Marginalisation refers to the process of being positioned as unimportant or powerless within a society or group, because of aspects of our identities we do not have control over (typically, things we were born with).

Privilege and marginalisation are like two sides of a coin, because while systems and cultures result in advantages for some people (the privileged), the same systems and cultures result in disadvantages for others (the marginalised). Privilege is also intersectional (see “Intersectionality”), because we can experience both privilege and marginalisation. For example, a person may experience racial privilege for being white, but class marginalisation for being working class.

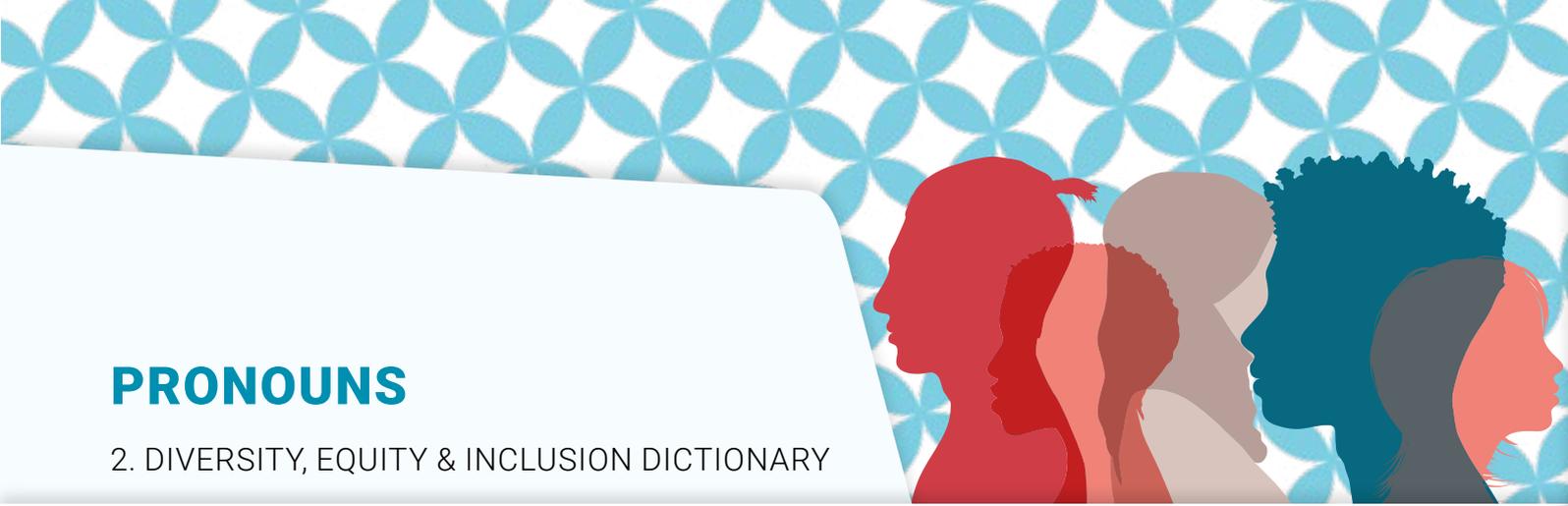
It is important to understand that noting that an aspect of our identity is a privilege is not in any way a criticism, it is simply a factual position within the society in which we operate.

Examples:

- If someone doesn't worry about having enough money to pay their rent, they are probably socio-economically privileged.
- If someone has never been asked “where are you from originally?” they are probably privileged to be in the majority ethnic group in their country.
- If walking down the street hand in hand with their partner jeopardises someone's safety, they are marginalised compared to many straight people because of their sexual orientation.

Reflection points:

- What aspects of your identity, if any, are privileged?
- What aspects of your identity, if any, are marginalised?
- Why is it important to understand your own privilege?



PRONOUNS

2. DIVERSITY, EQUITY & INCLUSION DICTIONARY

Pronouns are words that people use to refer to others. We use pronouns most often when referring to someone without using their name.

In some languages, including English, commonly-used pronouns specifically refer to a person's gender. For trans and non-binary people (see "Cis-gender and Trans"), these pronouns might not fit how they understand their identity. This creates discomfort, stress and anxiety. This is because, by assuming a person's pronouns, it is possible to send an unintended message that people must look a certain way to be able to use their pronouns.

A common pronoun used by people who reject traditional gender pronouns is "they". A person who goes by "they" could actually be a man, a woman, both, neither, or something else entirely. You will be less likely to make assumptions and mistakes about another person's pronouns if you ask which pronouns you should use and share your own when introducing yourself. However, this should not be taken as an invitation to ask for potentially private information about someone's gender. Proactively sharing pronouns does not mean you yourself are trans or non-binary, and doing so can be a powerful act of allyship with these communities.

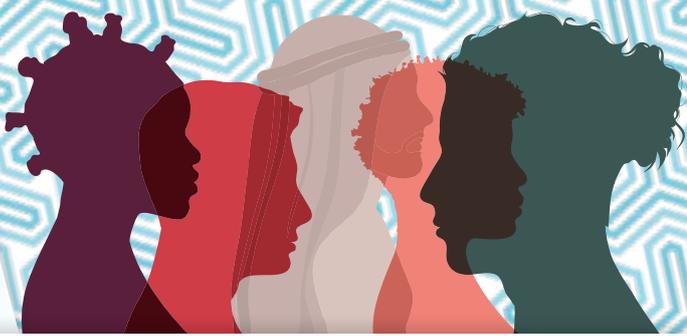
If you accidentally mis-gender someone by using the wrong pronouns, simply apologise and thank them for the correction.

Examples:

- Have you heard from Lisa? She hasn't called me all day. ('She' is the pronoun in this case)
- Have you heard from Sarah? They haven't called me all day. ('They' is the pronoun in this case)
- They are an artist and made that painting themselves. Those paintbrushes are theirs. I like both them and their paintings.
- Someone has "he/they" on their LinkedIn profile (this will often mean that person is happy to be called either term, but it's worth asking to confirm).

Reflection points:

- Would you be upset if someone described you using a pronoun that referred to a different gender (e.g. if you are a man and someone described you as "she")? Why?
- How can you make sure that you are using the right pronouns to describe someone?
- What should you do if you make a mistake with someone's pronouns?



RACE AND ETHNICITY

2. DIVERSITY, EQUITY & INCLUSION DICTIONARY

Race and ethnicity are two concepts related to human ancestry. Racial categories are largely based on physical attributes, but these categories hide the diversity of people's backgrounds. Talking about race can be difficult, especially as race has been used by some to categorise some people as biologically inferior.

It is important to remember that race is a socially-constructed category – in other words, there is no biological basis for racial categories.

Ethnic categories are based on traditions, language, nationality or cultural heritage. When you think of your ethnicity, you look beyond your physical characteristics to traits that you share with the culture around you.

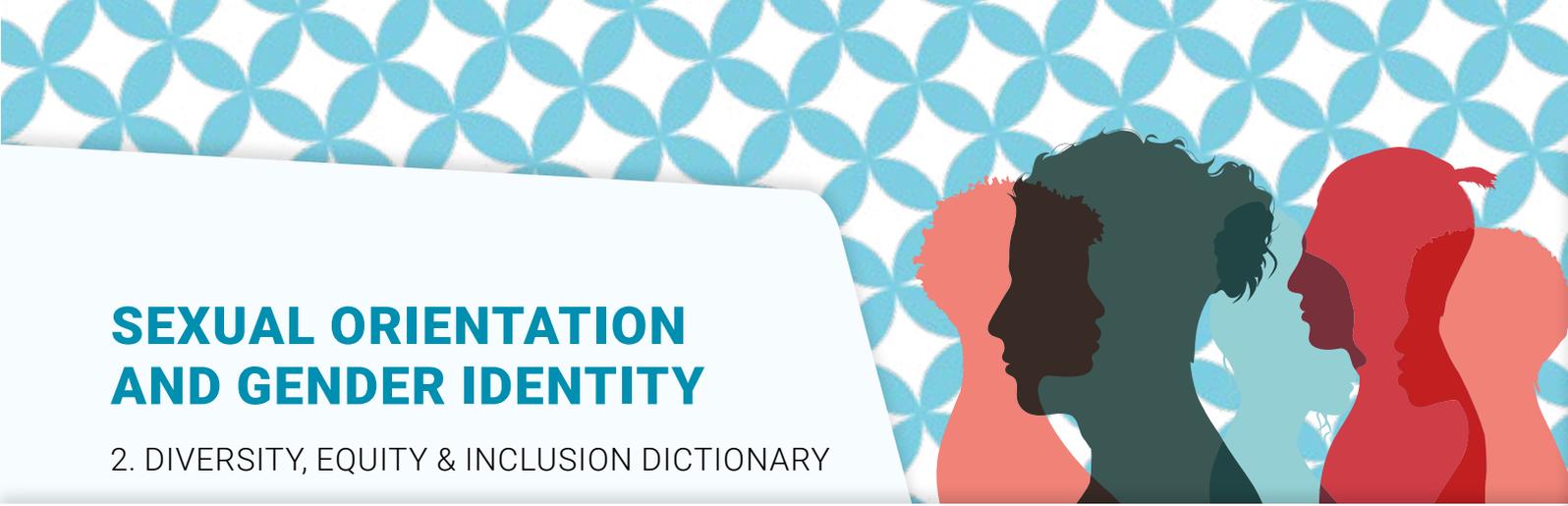
There are many different ways of describing racial and ethnic identities. Below are some of the most common acronyms. You might hear or see acronyms like BAME (Black, Asian and Minority Ethnic), BME (Black and Minority Ethnic) and POC (Person of Colour). The use of these types of terms is continually questioned, and sometimes people might find them offensive. When talking about race and ethnicity, it's always best to avoid using words that group people under an umbrella term.

Examples:

- Race is a marker of social identity. For example, having white skin means that, in many countries, you are treated better than those with darker skin.
- A person born in France might describe their ethnicity as African because their grandmother or grandfather were born Africa. They are both French and African and do not need to 'choose one'.

Reflection points:

- How would you define your race?
- How would you define your ethnicity?
- How might you adjust the language you use to talk to and about people having read this definition?



SEXUAL ORIENTATION AND GENDER IDENTITY

2. DIVERSITY, EQUITY & INCLUSION DICTIONARY

Sexual orientation is who you're attracted to and/or want to have relationships with. Sexual orientations include, but are not limited to, gay, lesbian, straight, queer, bisexual, and asexual.

In contrast, gender identity is a way to describe how you feel about your gender. Gender identities include, but are not limited to, male, female, and trans (see "Cis-gender and Trans").

Your gender identity is not an indicator of your sexual orientation and you should not question or make assumptions about either for another person.

The acronym LGBTQIA+ is used to talk about both sexual orientations and gender identities. It stands for lesbian, gay, bisexual, transgender, queer/questioning, intersex, and asexual, with the plus indicating that the term aims to cover people of other sexual orientations and gender identities as well. The word 'queer' has been reclaimed by the LGBTQIA+ community and is sometimes used by people in that community to describe themselves, despite the fact that it has historically been used as a discriminatory slur.

Examples:

- People who're attracted to people of the same gender often call themselves gay, homosexual or lesbian. Gay women may prefer the term lesbian (or vice versa - it's always best to ask rather than assume).
- People who are attracted to both men and women often call themselves bisexual.
- People whose attractions span across many different gender identities (male, female, transgender, genderqueer, intersex, etc.) may call themselves pansexual.
- For examples of gender identity, see "Cis-gender and Trans".

Reflection points:

- What is your sexual orientation? What is your gender identity?
- How would you explain the difference between sexual orientation and gender identity?



VICTIM BLAMING

2. DIVERSITY, EQUITY & INCLUSION DICTIONARY

Victim blaming describes the practice of questioning what a person could have done differently in order to prevent themselves from being victimised, thus implying that fault lies with the victim rather than the perpetrator.

Victim blaming can be subtle. People may not realise that they are participating in victim blaming. For example, a person who hears about an incident and thinks, “I would have been more careful,” or “That will never happen to me” is blaming the victim on some level, often unintentionally.

When speaking with somebody who has been victimised, avoid asking too many questions about the event as these might be interpreted as a kind of blame, and could be traumatic. Instead, offering compassion and listening to what they have to say without offering judgments or interpretations of the event may be the best way to show support.

In many cases, for example in those involving sexual assault or abuse, it is best to refer to a ‘survivor’ rather than a ‘victim’. The use of the word ‘victim’ can be disempowering for the survivor and make it harder for them to move on from what happened to them.

Examples:

- Someone suggesting that a colleague who is bullied for being overweight should lose weight (rather than focusing on preventing the bullying behaviour).
- Someone describing a victim of a sexual assault or harassment at the Christmas party as “asking for it” because they were drinking alcohol or wearing certain clothing.
- Someone treating someone else who reports a grievance at work as “difficult” or a “bully”.

Reflection points:

- What are some of the ways you can call out victim blaming?
- What can you do to prevent victim blaming within your organisation?
- How can you support someone who you’ve seen/heard be victim blamed?

FURTHER RESOURCES

3. FURTHER LEARNING

LINKEDIN LEARNING:



We recommend this module, 'Inclusive Mindset for Committed Allies'

by Dereca Blackmon, as the best online training module after having used the Diversity Equity & Inclusion Dictionary

<https://qrco.de/bdBSwz>

TED TALKS:



Boys won't be boys. Boys will be what we teach them to be

Ben Hurst

<https://qrco.de/bdBVHW>



They told me to change my clothes. I changed the law instead

Gina Martin

<https://qrco.de/bdBbII>



A call to men

Tony Porter

<https://qrco.de/bdBVaE>



Not all superheroes wear capes: how you have the power to change the world – Nova Reid

<https://qrco.de/bdBbKL>



The urgency of intersectionality

Kimberlé Crenshaw

<https://qrco.de/bdBVek>



Humanize Diversity and Inclusion

Damien Hooper-Campbell (eBay)

<https://qrco.de/bdBbN9>

FURTHER READING:



Passion4Social's guide to disability - inclusive language

<https://qrco.de/bdBbW2>



Stonewall glossary – A glossary focused on LGBTQIA+ terms

<https://qrco.de/bdBbUz>



Hive Learning's guide to talking about DE&I at work

<https://qrco.de/bdBbXq>



Diversity, Equity & Inclusion Glossary - A comprehensive glossary,

which includes the opinions, thoughts & stories of real people.

<https://qrco.de/bdBbTi>

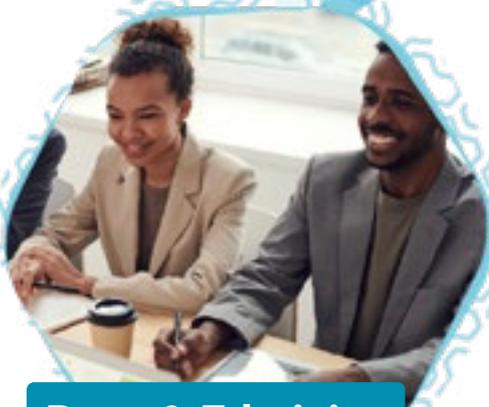
DIVERSITY, EQUITY & INCLUSION (DE&I) AT SUNTORY BEVERAGE & FOOD EUROPE

4. DIVERSITY, EQUITY & INCLUSION AT SBFE

As part of our Diversity, Equity & Inclusion (DE&I) journey, there are five focus areas that we want to work towards improving.



Women in Leadership



Race & Ethnicity



Age



LGBTQ+



Disability



OUR SUNTORY BEVERAGE & FOOD EUROPE DE&I MISSION STATEMENT

4. DIVERSITY, EQUITY & INCLUSION AT SBFE

At SBFE our vision is Growing for Good. We can only achieve this if we have a diverse and equitable workplace and an inclusive working culture (DE&I) where everyone can bring their authentic self to work.

THE WHAT

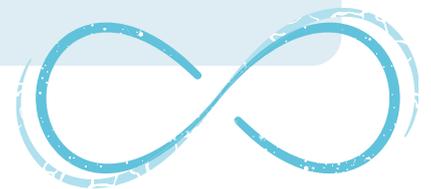
DE&I is about the composition of our workforce and supply chain, the experience people have within our organisation and the way our brands operate in society, innovate and communicate. Inspired by our Suntory Leadership Spirits our mission is to create an SBFE where everyone is welcome, treated fairly, made part of our community and supported to thrive.

THE WHY

Pursuing our DE&I mission will make us better connected, stronger and happier as a community, and will benefit our employees, our business and our brands. We also hope it will make a step towards creating a more equitable and inclusive world.

THE HOW

With humble determination we will work to create a more diverse, equitable and inclusive organisation – this is a commitment that we enter into with our employees and partners, for the long term. We will be authentic, listen, take action, iterate and collaborate with others to create a more inclusive experience and fairer outcomes for everyone associated with our business.



Growing for Good

WOMEN IN LEADERSHIP

4. DIVERSITY, EQUITY & INCLUSION AT SBFE



Across SBFE, we want to make sure that women are represented in leadership positions. We are proud of the strong representation that we already have, whilst recognising that, in some areas, we have more work to do.

We also want to work to support women through the challenges that they specifically face to ensure we are an inclusive organisation for women at all stages of their careers.

These include life events, such as (but not limited to) going on parental leave and returning to work, and going through menopause. Offering such support can aid women's career development and progression during challenges that disproportionately affect women in the organisation.



RACE & ETHNICITY

4. DIVERSITY, EQUITY & INCLUSION AT SBFE

We recognise that different communities experience different forms of discrimination and that different countries have their own cultural contexts. With this in mind, we want to ensure sensitivity to local contexts, whilst prioritising equal opportunities to employees from all racial and ethnic backgrounds.

SBFE is a multinational organisation, and we want to work to make sure that our teams are representative of the respective populations of the countries we operate in with respect to race and ethnicity. We also want to protect people from discrimination and ensure that we are inclusive of the different racial, ethnic and cultural backgrounds that make up our organisation.



We also want to ensure that we are representative of our consumers, so that we can continue to provide relevant and exciting products to everyone who buys them, and expand our reach to new consumers in the longer-term.



LGBTQIA+

4. DIVERSITY, EQUITY & INCLUSION AT SBFE

The LGBTQIA+ community is comprised of many unique identities regarding sexual orientation and gender identity. The acronym stands for:

Lesbian

Women who are sexually attracted to other women

Gay

Men who are attracted to other men

Bisexual

People who are attracted to more than one gender

Transgender

People who identify as a different gender than the one they were assigned at birth e.g. if you were categorised as a 'boy' at birth, but you identify as a girl or a woman

Queer

An umbrella term for anyone in the LGBTQ+ community or

Questioning

People who are in the process of questioning their sexual orientation and/or gender identity.

Intersex

People who are born with reproductive/sexual anatomy that do not fit the typical definitions of male or female

Asexual

People who do not experience sexual attraction to other people

The plus (+) sign

Encompasses other identities, including but not limited to:

Pansexual

People whose sexual attraction to other people is irrespective of gender

Non-binary

People who do not identify as either (or exclusively) a man or a woman – this is a gender identity and is part of the transgender umbrella.



We want to strive to create a culture that is inclusive of everyone who identifies as being part of the LGBTQIA+ community, so that they feel safe to bring their whole selves to work without fear of discrimination for who they are.

DISABILITY

4. DIVERSITY, EQUITY & INCLUSION AT SBFE



Disability can be a lesser-known area of diversity, and disabilities can be visible or invisible, physical or cognitive. The UN Convention on the Rights of Persons with Disabilities (UNCRPD) defines people with disabilities as, “... those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.”

Examples of people with visible disabilities include wheelchair users, people who are blind or partially sighted, and people who are deaf and communicate using sign language.

Examples of people with invisible disabilities can include conditions that are not obvious to other people, including resultant chronic pain, fatigue or dizziness.



Examples of cognitive disabilities, such as learning disabilities like attention deficit hyperactivity disorder (ADHD), which can affect people’s concentration, or autism, which can affect people’s communication and social skills. Cognitive disabilities can be both visible or invisible.

We want to strive to make our organisation accessible for people with disabilities and ensure we create a comfortable environment for them to ask for and receive the support they need to bring their whole selves to work and have the right equipment and accommodations to be able to do their jobs effectively.



AGE

4. DIVERSITY, EQUITY & INCLUSION AT SBFE



Age can also be a lesser-known area of diversity and can refer to, both, older employees' and younger employees' experiences at work due to their age. On the one hand, both groups can experience discrimination in the workplace based on stereotypes. On the other hand, both groups' needs may also be overlooked.

For example, older people may be assumed not to be tech-savvy when they are actually well-versed in using technology at work. In other situations, if they aren't as comfortable with technology, this might not be taken into account by younger team members. Older people may also need more empathy regarding healthcare needs that can come with aging.



An example for younger people is that they can experience their opinions being overlooked due to them having less experience. In fact, they may have fresh ideas to contribute that good make a positive impact or provide an innovative solution to a problem. It might also be overlooked that younger people need more support to gain the insight and experience that they are looking for older people might have forgotten the challenges of being relatively new to the workplace.

As a multigenerational organisation, we want to avoid age-based stereotypes and be inclusive of all age groups and generations, in order that everyone's contributions are valued.

“When we **listen and celebrate** what is both **common and different**, we become **wiser, more inclusive**, and **better as an organization.**”

Pat Wadors



ONE FINAL WORD

Originally, we designed our Diversity Dictionary as an awareness building and training aid for our employees, but we believe other businesses who are starting meaningful conversations around DE&I may find it helpful too. So that's why we've decided to publish and share, tell us what you think [@SuntoryBF_GBI](https://twitter.com/SuntoryBF_GBI)

MICHELLE NORMAN,
DIRECTOR OF EXTERNAL AFFAIRS AND SUSTAINABILITY

