Develop a managers engagement session

The design of this session is based on the [Barbershop sessions Tool # 1](#), created by HeForSHe. The proposal below has been ada ed   he   c and a d ence   he   ec , S   n   ende e   al   n m l ln   al c n e

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1. Guidelines for organizers of the session
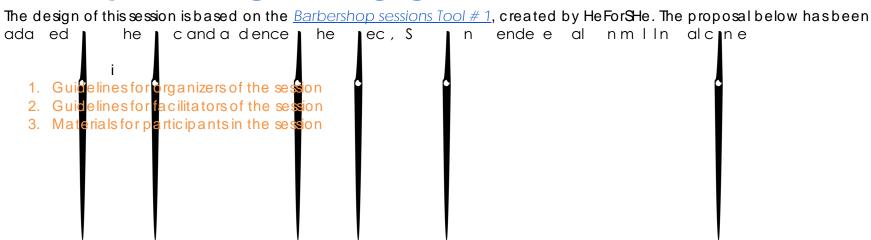2. Guidelines for facilitators of the session
3. Materials for participants in the session

Guidelines for organizers

Session Objective:

The main objective of the session is to bring together managers and staff with supervisory responsibilities to raise awareness on how they communicate with their teams and to discuss how to apply and promote the [Guidelines for gender-inclusive language](). The Guidelines are available in the six official languages

Guidelines for facilitators

To promote engagement, facilitators should encourage an open and informal discussion with opportunities for participants to ask questions. After the session, facilitators should give participants a short post-session feedback survey; send participants an e-mail with

icipants

carry the message forward.

INTRODUCTION

If appropriate for your audience, present a warm-up activity (see proposals in the Warm-up section) to break the ice and transition to the topic.

Start the session with a brief introduction on the benefits of gender-
cultural and social attitudes, using gender-

Explain that the first part of the session will be questions for individual reflection, and the main part will be small group discussions. Each group will have a discussion leader who will ask questions, share the scenarios and manage the time. Encourage the participants to express

this goal, participants should come up with a list of initiatives to share with the larger group and to follow up on in a later session (suggested time: one month later).

WHOLE GROUP SHARING

When the time is up, have the group leaders join you at the front of the room. They should share (on a whiteboard, flipchart or other medium that participants can see) the main insights and key points from their groups with the rest of the participants. Set a time limit so

Warm-up

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Show a humorous cartoon, if appropriate. You can find some good resources here. Ask the participants if they have any comments on the cartoon.

Questions for individual reflection

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How do you communicate with your team?

Do you communicate in the same way with all the members in your team, orally and in writing?

Do you share the same general information and in the same way with all the members of the team?

How do you encourage members of your team to speak up at meetings?

Do you allocate equal time to all team members at meetings? Do you interrupt colleagues when they speak?

When referring to or addressing specific individuals, do you use forms of address and pronouns that are consistent with their gender identity?

In general, do you refer to women and men in a consistent way (meaning by their name, last name, courtesy title, or profession)?

Do you write job-performance assessments or letters of recommendation differently for candidates of different genders?

Questions for small group discussion

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Would you like to share any comments or reflections on the previous questions?

 Would you like to share a personal anecdote regarding gender-inclusive or gender-exclusive communication at the workplace?

Can you share any initiative you have taken as a manager to create an enabling work environment for all staff, regardless of their gender?

Excerpts for discussion

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Find excerpts of written and oral communication that are relevant for your audience. Ask participants if the excerpts show elements of gender-inclusive or non-inclusive language, according to the guidelines. If there is gender-exclusive language, ask how it could be improved. Below are some examples with suggested comments for the facilitator.

1-From personal e-mails	1.1-Professor John Smith and Madeline will attend the website launching event. 1.2-Guests are cordially invited to attend with their wives. 1.3-The author of a communication must have direct and reliable evidence of the situation he is describing. 1.4-Plans to outsource some 10 services have not proceeded at the anticipated pace, as there are significant manpower shortages in our unit.
Suggested comments: 1.1-Women and men should be referred to in the same way: if one is addressed by first name, last name, courtesy title, or profession, the other should be as well. *Professor John Smith and Ms./Doctor/Professor Madeline Kendler* or *John and Madeline...* 1.2-The assumption that guests are men, and that they are married to women, reinforces gender stereotypes. It would be more inclusive to use the word *partners instead of wives* in this context. 1.3-Using the masculine and feminine pronouns (*he or she*) or changing the sentence to plural would make it more inclusive. (***Authors** of a communication must have a direct and reliable evidence of the situation **they** are describing*). 1.4 When the gender is not relevant for communication, try to use gender- without affecting the meaning.	
2-SGB-2017-1 *Staff Regulations and Rules of the United Nations*	By accepting the appointment, staff members pledge themselves to discharge their functions and regulate their conduct with the interests of the Organization only in view. Loyalty to the aims, principles and purposes of the United Nations, as set forth in its Charter, is a fundamental obligation of all staff members by virtue of their status as international civil servants;
Suggested comments: In this text, gender is not relevant so does not need to be made visible. Using the plural makes the text gender-neutral.	

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English and French are the working languages of the UN Secretariat. For this post, fluency in English is required. Knowledge of another official UN language is desired.

Evaluation of qualified candidates may include an assessment exercise which may be followed by a competency-based interview.

Staff members are subject to the authority of the Secretary-General and to assignment by him or her. In this context, all staff are expected to move periodically to new functions in their careers in accordance with established rules and procedures.

Managers engagement session (participants)

The design of this session is based on the *Barbershop sessions Tool # 1* , created by HeForSHe. The proposal below has been adapted to suit the topic and audience of the project, S   n   ende e   al   n m l ln   alc n e

Goal

This session aims to help managers and supervisors to increase understanding of the "Guidelines for Gender-Inclusive Language" and to apply them to their work.

After

Excerpts for discussion

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Look at the following excerpts from written communications and discuss with your group if you find elements of gender-inclusive or gender-exclusive language. Point to the specific elements you identify and explain what makes them gender-inclusive or gender-exclusive. If there is gender-exclusive language, how can it be improved?

1-From personal e-mails	Professor John Smith and Madeline will attend the website launching event. Guests are cordially invited to attend with their wives. The author of a communication must have direct and reliable evidence of the situation he is describing. Plans to outsource some 10 services have not proceeded at the anticipated pace, as there are significant manpower shortages in our unit.
2-SGB-2017-1 *Staff Regulations and Rules of the United Nations*	By accepting the appointment, staff members pledge themselves to discharge their functions and regulate their conduct with the interests of the Organization only in view. Loyalty to the aims, principles and purposes of the United Nations, as set forth in its Charter, is a fundamental obligation of all staff members by virtue of their status as international civil servants;

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Assessment: Evaluation of qualified candidates may include an assessment exercise which may be followed by a competency-