

BSBTWK301

**USE
INCLUSIVE
WORK
PRACTICES**

BSBTWK301

Use inclusive work practices

Release 1

Learner Guide

Aspire Version 1.2

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Release 1, version 1.1	October 2020	First release
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Before you begin

This Learner Guide is based on the unit of competency *BSBTWK301 Use inclusive work practices*, Release 1. Your trainer or training organisation must give you information about this unit of competency as part of your training program. You can access the unit of competency and assessment requirements at: www.training.gov.au.

How to work through this Learner Guide

This Learner Guide contains a number of features that will assist you in your learning. Your trainer will advise which parts of the Learner Guide you need to read, and which Practice Tasks and Learning Checkpoints you need to complete. The features of this Learner Guide are detailed in the following table.

Feature of the Learner Guide	How you can use each feature
Learning content	Read each topic in this Learner Guide. If you come across content that is confusing, make a note and discuss it with your trainer. Your trainer is in the best position to offer assistance. It is very important that you take on some of the responsibility for the learning you will undertake.
Examples	These highlight key learning points and provide realistic examples of workplace situations.
Practice Tasks	Practice Tasks give you the opportunity to put your skills and knowledge into action. Your trainer will tell you which practice tasks to complete.
Summaries	Key learning points are provided at the end of each topic.
Learning Checkpoints	There is a Learning Checkpoint at the end of each topic. Your trainer will tell you which Learning Checkpoints to complete. These checkpoints give you an opportunity to check your progress and apply the skills and knowledge you have learnt.

Foundation skills

As you complete learning using this guide, you will be developing the foundation skills relevant for this unit. Foundation skills are the language, literacy and numeracy (LLN) skills and the employability skills required for participation in modern workplaces and contemporary life.

The following table provides definitions for each foundation skill.

Foundation skill area	Foundation skill description
Reading	Evaluates textual information to determine regulatory requirements and internal policies
Writing	- Records key information related to the outcomes of the job, using appropriate vocabulary and style - Varies writing style to meet requirements of audience and purpose
Oral Communication	- Adjusts tone, speech and pace to suit verbal interactions - Selects vocabulary appropriate to the audience
Teamwork	- Identifies and takes steps to follow accepted communication practices and protocols - Contributes to work group activities using accepted conventions
Planning and organising	Plans and implements routine tasks according to directions

What do you already know?

Use the following table to identify what you may already know. This may assist you to work out what to focus on in your learning.

Topic	Key outcome	Rate your confidence in each section
Topic 1: Support differences in the workplace	1A Identify individual differences in others	☐ Confident ☐ Basic understanding ☐ Not confident
	1B Identify workplace requirements for inclusive work practices	☐ Confident ☐ Basic understanding ☐ Not confident
	1C Develop a plan for inclusive work practices	☐ Confident ☐ Basic understanding ☐ Not confident
Topic 2: Work effectively with individual differences	2A Share knowledge, skills and experience of others	☐ Confident ☐ Basic understanding ☐ Not confident
	2B Identify and implement inclusive practices	☐ Confident ☐ Basic understanding ☐ Not confident
Topic 3: Evaluate use of inclusive practices	3A Seek feedback on inclusive practices	☐ Confident ☐ Basic understanding ☐ Not confident
	3B Evaluate feedback and make improvements	☐ Confident ☐ Basic understanding ☐ Not confident



Topic 1 | Support differences in the workplace

- 1A Identify individual differences in others
- 1B Identify workplace requirements for inclusive work practices
- 1C Develop a plan for inclusive work practices

1A Identify individual differences in others

Australia has a diverse workforce that reflects the variety of people who make up the Australian population.

Australian employers must recognise the value of having a diverse range of employees and need to ensure they are developing a workplace culture of inclusion or they will be left behind.

Adopting inclusive practices in daily work tasks means everyone is treated equally and fairly, regardless of their social or cultural background. No employee, client or customer should be required to hide their individuality or give up their beliefs or values in order to fit in with a group of people. It is not acceptable for a workplace culture to expect new employees to adopt the dominant culture or change their ways of thinking and practices so that they are absorbed into the dominant culture.

Key areas of diversity in a workplace are listed below and can be found in work colleagues, clients and customers.

- generational
- gender, intersex, sexual orientation/sexual identity
- culture
- race
- ethnicity
- religious or spiritual beliefs such as Christians, Catholics, Hindus, Muslims or Buddhists
- disability such as an intellectual, mental or physical disability

The value of diversity and inclusion

Individual differences are essential in a workplace; different people are good at different things and a workplace needs a wide variety of skills.

People learn from each other's different experiences and skills. Interacting with diverse people can generate knowledge and innovation. It can challenge people's assumptions and encourage them to think differently about the world around them.

- Advantages of inclusion of a diverse range of employees:
- Making an organisation attractive to new employees or new customers due to its promotion of diversity and reputation for being welcoming and accepting of everyone.

- Contributing to social justice and equal opportunity issues which are requirements under Australian law.
- Creating an inclusive, equitable and ethical workplace environment that places a premium on freedom from oppression, fair treatment and empowering people to achieve their best
- Ensuring a variety of skills, expertise, life experiences, values and perspectives are represented and acknowledged.
- Improving satisfaction of staff by encouraging:
- Sharing of new ideas and being open to innovative approaches to new ways of working.
- Being open-minded and tolerant of others.
- Sharing of skills, knowledge and talents with others
- Ensuring a more harmonious and accepting workplace as a result of people feeling supported and welcome.
- Improving communication skills as a result of considering the needs of a diverse audience.

Contributing to business productivity by:

- Being competitive and capitalising on unique talents and contributions that diverse workforce can provide Diversity in the workplace is necessary to create a competitive economy in a globalised world. By increasing diversity across the Australian workforce industry, we are becoming more competitive in the global economy by capitalising on the unique talents and contributions that diverse communities bring to the table.
- Other benefits include stronger trade relationships with other countries, setting up multi-global businesses and fruitful import and export agreements. Establishing stronger trade relationships with other countries, setting up multi-global businesses and fruitful import and export agreements.
- Creating products and services that reflect the diverse communities that exist in the community

Cultural groups

Culture refers to the social behaviour, lifestyle and characteristics that describe a group of people.

Cultural references often relate to a person's ethnicity and cultural customs.

This may include a variety of:

- religions
- languages
- types of celebrations
- lifestyle choices
- family relationships
- personal presentation
- child-rearing practices, such as an authoritarian approach or a more casual style of parenting
- interpersonal practices, e.g. preferred ways of communicating and interacting
- decision-making practices, such as seeking advice from an Elder on important family decisions.

In the workplace, some team members may have specific cultural requirements which you need to be mindful of:

Clothing and dress

Appearance and dress vary between individuals. Some people wear traditional clothing, some cover their hair or face, and others wear symbols in relation to religious beliefs. Some clothing or appearances relate to socioeconomic backgrounds and financial circumstances, while others are expressions of personality.

Customs and traditions

Many customs relate to food and are influenced by different beliefs about lifestyle, religion, traditions and health. Some people do not allow certain types of foods. For example:

- Muslims and Orthodox Jews do not eat pork.
- Hindus do not eat beef.
- Seventh-day Adventists do not eat meat.
- People with certain health issues or food preferences might not eat gluten, sugar, eggs, dairy, nuts or other foods.

Never assume that people of a racial or religious background share the same food preferences. Many people follow dietary practices that are not related to religious beliefs or cultural practice.

Religious practices

Religion is often an important aspect of a person's life and has a strong influence on someone's norms, beliefs, values and customs. Many people frame their desires and beliefs in religious or spiritual terms. Some religions may require the individual to pray throughout their workday. They may also require time off to attend religious events.

Social values and priorities

Every person has their own values and priorities based on their beliefs, lifestyle and experiences. Among other things, people might prioritise:

- leisure time
- sport
- work schedules
- healthy home cooking
- takeaway foods
- museums and art galleries
- money, wealth and material possessions.

Family obligations

Some people have high levels of responsibility towards their family, while others have minimal responsibilities. A colleague who cares for others after work, will have greater difficulty coming to meetings or social events than a worker who has fewer responsibilities.

Ethnic groups

This can be defined as a community or population of people who share a common cultural background or descent.

Indigenous groups

Indigenous communities, peoples, and nations are those that, having a historical continuity with pre-invasion and pre-colonial societies that developed on their territories. These people have a deep spiritual connection with their land and consider themselves distinct from other sectors of the societies now prevailing in those territories, or parts of them.

Gender equality and sexual orientation

It is against the law to discriminate based on any of the following gender characteristics or sexual orientations, including those identifying as:

- heterosexual (people attracted to those of the opposite sex)
- homosexual (people attracted to those of the same sex)
- bisexual (people attracted to both males and females)
- transgender (people whose personality does not correspond with their birth sex)
- gender neutral (people who do not identify as being either male or female).

Gender neutral people may also be 'intersex'. This is a term that describes a person that does not conform to the traditional physical characteristics of male or female. An intersex person may have the biological attributes of both sexes, or lack some of the biological attributes considered necessary to be defined as one sex or the other. The difference can be physical, chromosomal, hormonal or genetic.

People living with a disability

Disability is a broad term. According to the Australian Network on Disability, a disability is any condition that restricts a person's mental, sensory or mobility functions.

It may be caused by accident, trauma, genetics or disease.

A disability may be:

- temporary or permanent
- total or partial
- lifelong or acquired
- visible or invisible.

Your organisation may implement policies and procedures that make the workplace more accessible for staff, clients and customers with a disability. Making a workplace accessible means ensuring that all people can participate fully in the workplace for what it does, regardless of whether they have a disability or not.

When communicating to and about a person with a disability, make sure you use person-first language. This places the disability as a secondary consideration. Keep in mind that the disabled person can identify themselves however they want to be identified. For example, autistic people often prefer to be called autistic rather than 'person with autism' because they don't have autism; it is who they are.

Consider the following examples of ways to describe a person with a disability.

Person-first language	Disability-first language
▪ Person who is deaf ▪ Person who is hearing impaired	▪ Deaf person
▪ Person who is blind ▪ Person who is visually impaired ▪ Person who has low vision	▪ Blind person
▪ Person with a disability ▪ Person with a physical disability	▪ Disabled person ▪ Physically challenged person
▪ Person with a mental illness ▪ Person with bipolar disorder, schizophrenia, etc.	▪ Mentally ill person ▪ Mentally disabled person ▪ Bipolar, schizophrenic, etc.
▪ Person using a wheelchair	▪ Wheelchair-bound person

Example

Organisation diversity statement

Here is an extract from the Department of Education and Training, Victorian State government document titled, *Managing Diverse and Inclusive Workplaces*, 2011

Diversity Benefits

Gender, cultural and generational diversity along with workplace flexibility are playing a significant part in impacting on organisational performance. Taking a diversity approach has been shown to deliver the following benefits:

- being recognised as an employer of choice
- recruiting and retaining the best candidates from a broader talent pool
- reduced turnover
- better knowledge and understanding of the community we serve
- provision of equal employment opportunity and respectful workplaces
- increased employee job satisfaction, recognition and productivity
- reduced absenteeism
- increased capacity to innovate in a diverse marketplace
- being recognised as responsive to 'diverse communities'
- improving reputation and locally and globally competitive.

Practice Task 1

Question 1

Which of the following statements relate to individual differences? Tick all that apply.

- ☐ Social and economic background
- ☐ Career ambitions
- ☐ Ethnic background
- ☐ Company uniform
- ☐ Traditional clothing such as turban or head scarf

Question 2

Which of the following statements are correct? Select yes or no for each one.

- | | | |
|--|-------|------|
| a) Isaac is a practicing Muslim and take times to pray during his work hours. | » Yes | » No |
| b) People who identify as 'LGBTIQ' must have a different set of criteria for promotions and recruitment. | » Yes | » No |
| c) Raise your voice to overcome language difficulties and to get the other party to understand your message. | » Yes | » No |
| d) A person should be treated with dignity and respect regardless of their race, religion, age, culture or sexual orientation. | » Yes | » No |

Question 3

Which of the following are benefits of workplace diversity and inclusion? Tick all that apply.

- ☐ New talent being attracted to a business for their inclusion practices
- ☐ Greater employee satisfaction
- ☐ Increased innovative to meet the needs of a diverse community
- ☐ Higher unemployment for staff
- ☐ Increased equality and social justice in the workforce
- ☐ Broader skill sets within the workforce
- ☐ Less promotion for existing employees

1B Identify workplace requirements for inclusive work practices

Standards and expectations for workplace practices will be found in organisational policies and procedures.

Every organisation will have their own social, ethical and business standards that employees will be required to meet. These documents help develop and maintain effective relationships and provide the guiding principles for how to treat others.

Employers provide employees with information on policies or procedures when they are first hired or during an induction program and when a new policy is introduced or updated. Examples of policies and procedures related to workplace relationships and communication include:

- Work health and safety
- Anti-discrimination and equal employment opportunity
- Use of social media
- Drug and alcohol use
- Customer service
- Code of conduct
- Employee performance management
- Grievance and conflict resolution

Some policies and procedures describe the support the organisation will provide to employees so they can perform their job safely and effectively.

For example, policies that refer to disability might include:

- Access and equity – The right of all staff to be given dignity by being treated fairly and having the same opportunities as everyone else.
- Reasonable adjustment – Adjustments will be made to accommodate the needs of staff with disability.
- Disclosure – Staff are not obliged to disclose disability; however, if they choose to, such information will be treated confidentially. Disclosure may be necessary to provide adjustments and accommodation as needed.

Procedures related to disability can include:

- Adjustments to facilities, equipment and communication tools
- Disability support from internal and external sources
- Maintaining the confidentiality, dignity and privacy of personal information

Diversity or inclusion policies

Organisational inclusion or diversity policies contain guidelines which support the diversity of the workforce by fully integrating all employees.

This document solidifies the organisation's commitment to promoting inclusion and diversity in the workplace, particularly in areas like recruitment, training, and pay.

The following are examples of a diversity policy's objectives:

1. Leadership

- Leaders at all levels are to actively encourage and promote workplace diversity principles.

2. Recruitment, selection and retention

- Recruitment practices should not unknowingly present barriers to diversity. This means regularly looking at when and how recruitment is taking place.
Employees seeking employment are to be treated fairly and equitably in accessing employment opportunities in selection and promotion processes.

3. Working environment

- Workplace diversity principles are integrated into the performance management process and learning and development programs.
Managers and employees have the skills and knowledge to prevent and deal with any harassment or bullying behaviours. There is Zero tolerance for this behaviour in the workplace.

4. Communication and education

- The workplace diversity policy should be accessible, and its principles are to be understood by the managers and employees.

5. Work/life balance

- It is important to have a flexible working environment and a flexible employment framework to enable employees to effectively balance their work, family, caring duties and other responsibilities and interests.

Federal Legislation

The Australian workplace environment is governed by several key legislative instruments.

The main pieces of legislation which relate to diversity and inclusion are '*The Australian Human Rights Commission Act 1986*', '*Equal Opportunity Act*' and the '*Disability Discrimination Act 1992*'.

Here is a brief outline of their purpose and other relevant acts:

Australian Human Rights Commission Act 1986

- It gives effect to Australia's obligations under the following: International Covenant on Civil and Political Rights (ICCPR) Convention Concerning Discrimination in Respect of Employment and Occupation (ILO 111) Convention on the Rights of Persons with Disabilities

Disability Discrimination Act 1992

- Seeks for the elimination of discrimination of people with physical, mental or intellectual impairments and disabilities.

Equal Opportunity Act 2010

- It aims to protect people from discrimination based on their individual attributes in certain areas of public life and provides redress for people who have been discriminated against. It also aims to eliminate, as far as possible, discrimination, sexual harassment and victimisation.

Age Discrimination Act 2004

- It aims to protect people from age discrimination in employment, the provision of goods and services, education and the administration of Commonwealth laws and programs.

Racial Discrimination Act 1975

- It promotes equality before the law for all people regardless of race, colour or national or ethnic origin. It is unlawful to discriminate against people based on race, colour, descent or national or ethnic origin.

Sex Discrimination Act 1984

- It aims to protect people from unfair treatment based on their sex, sexual orientation, gender identity, intersex status, marital or relationship status, pregnancy and breastfeeding. It also protects workers with family responsibilities and makes sexual harassment against the law.

Age Discrimination Act 2004

- It aims to protect people from age discrimination in employment, the provision of goods and services, education and the administration of Commonwealth laws and programs.

Privacy Act 1988

- It covers requirements for securely storing information, sharing information with others, requesting clients or customers to provide information about themselves, providing information on the length of time that personal information can be stored.

Fair Work Act 2009

- It provides for terms and conditions of employment and sets out the rights and responsibilities of employees, employers and employee organisations in relation to that employment.

Work health and safety (WHS) laws across States and Territories

- Employers must ensure they provide a safe and healthy workplace for all employees and have a system for risk management in place.
Training, instruction and supervision must be provided to ensure workers can carry out their tasks safely. This includes physical safety but also psychological safety such as free from bullying and harassment.

State and territory laws

Equal Employment Opportunity (EEO) has been embedded into Australia's anti-discrimination legislation over the past 30 years.

Anti-discrimination law aims to help protect people from discrimination and harassment in society and at work. Each state/territory has its own equal opportunity laws that aim to prevent discrimination against people and to give them a fair chance to take part in economic and community life:

It is unlawful to discriminate against any of the people/groups	▪ Age ▪ Association with a child (in customer service or accommodation) ▪ Caring responsibilities ▪ Disability ▪ Gender identity ▪ Marital or domestic partnership status ▪ Intersex status ▪ Pregnancy ▪ Race ▪ Religious appearance or dress (in work or study) ▪ Sex ▪ Sexual orientation ▪ Spouse or partner's identity
The laws also cover	▪ Sexual harassment ▪ Victimisation for making a complaint about discrimination or sexual harassment or whistleblowing
Places where discrimination is unlawful	▪ Work, including volunteers and contract workers ▪ Customer service ▪ Accommodation ▪ Selling land ▪ Clubs and associations ▪ Education ▪ Granting qualifications ▪ Advertising
Loss or humiliation	Discrimination is against the law when, as a result, someone: ▪ feels humiliated, embarrassed, ridiculed, denigrated or segregated ▪ is denied access or refused services ▪ loses an opportunity or income.

Reasonable adjustments in the workplace

Under the Equal Opportunity Act 2010, 'disability' includes: physical, psychological or neurological disease or disorder including work related injuries. For example, under the Victorian Equal Opportunity Act 2010 employers are required to make reasonable adjustments for a person with disability who:

- applies for a job, is offered employment, or is an employee, and
- requires the adjustments in order to participate in the recruitment process or perform the genuine and reasonable requirements of the job.

An example of a reasonable adjustment a workplace may make might include changes to policies, working practices, physical layout or a building or providing additional support.

The following are examples of adaptations they may support a person to fully participate in the workplace.

Person who is blind or has low vision	• Adaptive technology such as Braille notetakers, software for mobile devices • Magnifier or screen readers for computers, large print keyboards, high contrast, increased font sizes, GPS systems, etc. • Braille signs on toilet doors and emergency exits Visual indicators or colour contrasts to move safely around an office.
Person who is deaf or hearing impaired	• Physical spaces for communication without external noises • Frequency Modulation (FM) systems, Infrared systems, Audio Induction Loop systems, and other accessories to couple hearing aids to media such as phones, music players, computers, and tablet devices.
Person with a physical disability	• Adaptions to ensure accessibility to all areas of the workplace, including kitchen and bathroom amenities and emergency exits. • Modifications to allow for adequate circulation space, the ease of door opening, etc.
Person with an intellectual disability	• Additional support to understand or complete tasks • Additional time to complete tasks • Augmentative and alternative communication (AAC) to maximise communication for people who have difficulty speaking. Examples include picture boards, software to synthesise speech from text.
Person with a mental illness	• Support to ensure the job demand is suitable for the position and clarifying job roles and expectations • Open communication • Access to flexible working hours or working remotely

Example

Code of Conduct Policy

Acceptable workplace behaviour:

BizOps prides itself in being culturally diverse and all people should be treated with dignity and respect, whether they are colleagues, clients, or others. Unlawful discrimination, harassment of any kind, bullying or victimisation or other unacceptable or offensive conduct to other BizOps employees, clients, visitors or anyone else in the workplace, or at company sponsored events, will not be tolerated.

It is each employee's responsibility to ensure that they uphold the proper standards of conduct in the workplace and that they comply with BizOps policies and procedures. This includes being aware that some behaviour may be acceptable to you but not to others and acting appropriately.

Practice Task 2

Question 1

Which of the following organisational policies and laws should be reflected in a diversity/inclusion policy? Tick all that apply.

- ☐ Racial Discrimination Act
- ☐ Equal Opportunity Act
- ☐ The Australian Human Rights Commission Act
- ☐ Company property usage policy
- ☐ Anti-theft policy
- ☐ Diversity policy

Question 2

Which of the following statements relate to workplace adjustment for a person with a disability?
Tick all that apply.

- ☐ Reasonable adjustment refers to accommodating the individual needs of staff.
- ☐ Work related injuries are not considered a disability.
- ☐ Staff must disclose their disability for adjustments can be made to the workplace.
- ☐ Adjustments to facilities might include access to parking and meeting rooms.
- ☐ Augmentative and alternative communication (AAC) are communication tools for people who have difficulty speaking.

1C Develop a plan for inclusive work practices

Successful plans require preparation, time and input from key people.

You can be part of a team in the organisation to develop a diversity or inclusion plan to implement practices into work tasks. This might be developing a plan from scratch or updating and improving an existing plan. When introducing changes to existing workplace practices, it is important to have input and consultation with the staff whose work tasks will be impacted. By doing this there is likely to be a smoother introduction and a better chance of having changes being supported.

In order to write a successful plan, the following information will need to be considered:

- Define the goals
- List the relevant legislation and current policies and procedures underpinning diversity and inclusion
- List all the actions to be completed including:
 - The person responsible for each action
 - Resources and costs required
 - Timelines for each of the actions
 - Approvals and final sign off
 - A plan for sharing information to stakeholders such as staff, customers and clients
 - An evaluation and update timeline

Set clear goals

The plan is the road map – the goal is the destination.

Goals do not need to be overly complicated to be successful, they just need to be clear and well defined. When developing an action plan, you should follow the SMART goal format.

Specific	The goal should have a clear, highly specific endpoint.
Measurable	You need to be able to accurately track your progress.
Achievable	Setting a goal that's too ambitious will see you struggle to achieve it.
Realistic	The goal you choose should be pertinent to your chosen field or should benefit you or your business directly.
Timely	Setting a timeframe for your goal helps quantify it further and helps keep your focus on track.

Preparing an action plan

The document must be clear, easy to read and understandable.

Your action plan should be documented for easy reference and access by all those impacted by the change process. It is essential that you demonstrate effective writing skills to ensure the document is easily followed and understood by a diverse audience. Following through on your inclusive practices, make sure the language, terminology, clarity and presentation will meet the wide-ranging needs of all those who will use the document. Ask a colleague to read through the plan can be useful before developing a final draft. Make sure you ask the following questions:

- Is it presented clearly in an easy to follow format?
- Is the language, terminology and complexity used appropriate for all levels of the organisation such as employees and management?
- Is it free of discriminatory, culturally insensitive or otherwise inappropriate language?
- Is it grammatically correct and free from spelling errors?
- Does it provide information on how to provide feedback and to ask questions?
- Will it be accessible to everyone?

Implementing the action plan

After goals are set, there must be a plan to implement them into the workplace.

Communication is the most important part of implementation. If the message is delivered in an appropriate way, then you have more of a chance of the stakeholders wanting to see its success.

Communicating the plan for change can be delivered in several ways. Information may be delivered gradually and build up until a final release. Alternatively, there may be a release date where the whole of the organisation is involved in its launch. If there is a marketing or human Resources department they can be involved in the distribution of information via the company's webpage, intranet, staff email, social media and public or community press release. There may be podcast by the CEO, the staff brought together for a presentation or a video conference arranged for staff. There may be a different strategy used for staff and one for clients and customers.

With any communication about change, there will be differences in people's perceptions or viewpoints. It's important to outline the benefits for each of the stakeholders and be prepared for discussion and additional explanation if required. A consultation period can allow time for questions and feedback before changes in work practices are implemented.

Example

Sample Workplan

Here is an extract a Workforce Diversity and Inclusion Strategy 2017-2020 from the Department of Education (DET) in Victoria.

Description	What	How	Who	When	Success measures
Providing guidance and support	Provide guidance on inclusive leadership and unconscious bias for people managers and executives	• Provide information to managers and executives about promoting inclusive workplaces through the Inclusive Workplaces guideline • Provide information about the review and release of diversity and inclusion policies • Provide information about addressing unconscious bias.	People Division	By June 2020	• All EO's understand and demonstrate inclusive leadership • That the People Matter Survey results for Merit based selection and workplace inclusiveness improve year on year.

Sample Workplan continued...

Description	What	How	Who	When	Success measures
Raising awareness	Use communication channels to raise awareness of the policy, resources and inclusive practices.	• Develop communications targeting executives and people managers about strategies to address unconscious bias • Develop communications to direct executives and managers to the range of resources available to become more inclusive leaders, including list of observances, D&I policies, the WDI collaboration page and other resources	People Division	By June 2020	• That the People Matter Survey results for workplace inclusiveness improve year on year, including the perceptions of the inclusiveness of our leaders.

Practice Task 3

Question 1

Which of the following statements relate to a plan for inclusive work practices?
Tick all that apply.

- ☐ Input from staff whose work tasks will be impacted increases the chances of it being supported.
- ☐ Think big when setting goals; they don't need to be realistic.
- ☐ The plan should use language and terminology that a diverse audience can understand.
- ☐ Communicate the plan so stakeholders want it to be successful.
- ☐ Differences in people's opinion will only slow down the implementation of a good plan.

Summary

- Working within a diverse workforce, can lead to greater job satisfaction and higher productivity to a business .
- Religious and social customs should be celebrated, communicated and accepted in the workplace. It is important to understand the value of diversity in terms of workforce development, Australia's place in the global economy, innovation and social justice.
- There are multiple laws which govern us in relation to the various types of diversity and how people are the be treated.
- Workplace requirements such as policies and procedures offer guidelines for staff on acceptable and not acceptable behaviour and actions.
- Develop a diversity plan using SMART goals. Your goal should be specific, measurable, achievable, realistic and time bound. This will ensure you are able to achieve the goals you have set.
- Communicate openly about diversity issues with your team members and customers through multiple platforms.

Learning Checkpoint 1

Support differences in the workplace

Part A

1. List three things that help shape an individual's diversity.

2. Identify three reasonable adjustments to facilitate participation of a person with a disability.

3. List at least three things needed in a plan for incorporating inclusive practices in work tasks.

4. Draw a line to match each benefit of workplace diversity and inclusion with its description.

- | | |
|-----------------------------|---|
| » Financial performance | » Sharing of skills, knowledge and talents with others |
| » Creativity and innovation | » Contributing to social justice and equal opportunity issues which are requirements under Australian law. |
| » Employee satisfaction | » Being competitive and capitalising on unique talents and contributions that diverse workforce can provide |
| » Attraction to a company | » Ensuring a more harmonious and accepting workplace as a result of people feeling supported and welcome |

5. Draw a line to match each type of diversity to its example.

- | | |
|--------------------------|---|
| » Customs and traditions | » Basheer prays several times a day. |
| | » Mohammed requires time off to attend religious events. |
| » Religious practices | » Trish has a deep spiritual connection with her land. |
| » Family obligations | » Eric always wears a turban when he leaves his home |
| | » Ahmad fasts during special festivals and religious dates. |
| » Indigenous groups | » Alison is a carer of her elderly parents and often works from home. |

Part B

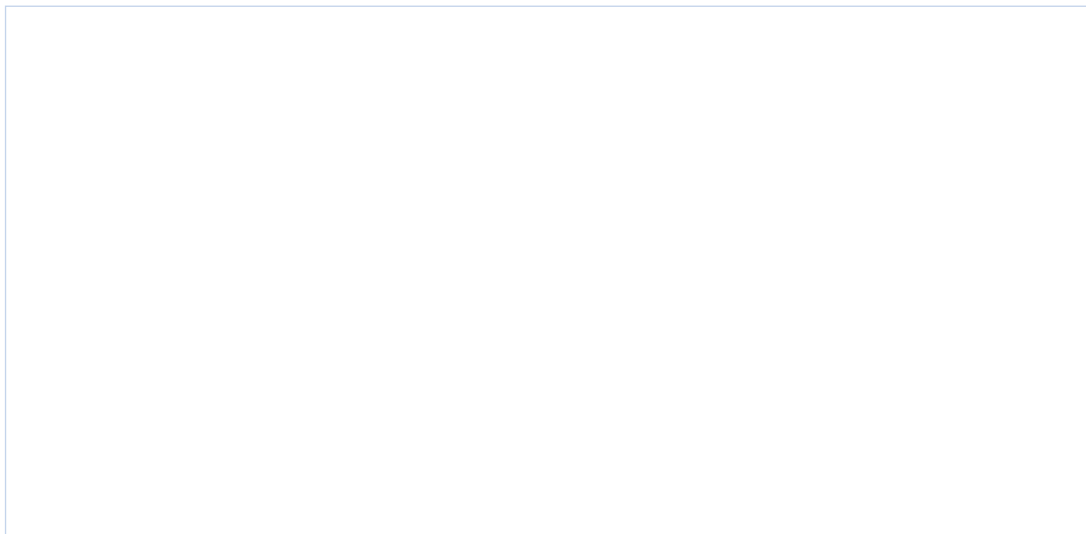
Read the case study and answer the questions that follow.

Case study

BAM Marketing is a company that employs over 50 people to work in their offices around Australia. BAM pride themselves on having an inclusive working environment with open communication. Mark is the Marketing assistant who has just been employed. Mark has been in a wheelchair since birth and he does not require any special assistance. He does however feel the need to explain his situation to the rest of his team so there is better understanding of his circumstance. Mark will need some adjustments made to his workstation and will need to use the lift (elevator) to get up to his office and disabled toilets.

Mark is inducted into the company and is given a handbook which lists all the company's policies and procedures.

1. Provide two examples of legislation that the company would have used when developing their policy and procedure documents.



2. Which of the following policies and procedures would outline the supports available to Mark? Tick all that apply.

- ☐ Access and equity
- ☐ Workplace Health and Safety (WHS)
- ☐ Carers leave
- ☐ Reasonable adjustment
- ☐ Working remotely
- ☐ Confidentiality and privacy.



Topic 2 | Work effectively with individual differences

- 2A Share knowledge, skills and experience of others
- 2B Identify and implement inclusive practices

2A Share knowledge, skills and experience of others

Record the individual knowledge, skills and experience of team members to ensure the right person is matched to the right task according to their skills.

A diverse workforce will bring different skill sets and experience into a business. This variety of experience will enhance the capabilities of the team. It is important to document what staff will be best suited to participate such as in a new project or when planning a new initiative or a new marketing campaign.

Documentation is important in a successful business. Documents that hold information need to be updated regularly and should align with the team's goals. This ensures the skills you are recording support the objectives of the team and the organisation as a whole.

Examples of knowledge, skills and experience to be documented:

- Qualification, licenses and training
- Length of service
- Achievements and projects the person has been involved in
- Specialised knowledge and insights
- Unique skills and abilities
- Strengths and weaknesses
- Areas of interest
- Prior job roles and responsibilities

Information can be captured using a basic spreadsheet, a word document, or creating a new file in the employee management database.

It is good practice to seek permission to share any personal information a team member has provided, before discussing it with others. Document security is also important and information about staff must be filed securely according to the procedures of the workplace. This usually means only those who need access will be allowed to view the documents.

Support colleagues

An important part of supporting colleagues is to understand their limits and skills and to encourage them to share their skills.

Skills are things that a person can physically perform and are often underpinned by knowledge and attitudes. Every team member has a unique set of skills that can be of value to the team and the organisation's goals.

Sharing of skills and knowledge with others will not only help build a culture of trust, confidence and respect within a group, but it will enable the diverse skills and experiences of each team member to be better utilised and be of greater benefit to the team and business.

Ways to support colleagues to share their skills include:

- Provide opportunities to apply their skills in new and different situations
- Offer encouragement by identifying and discussing their skills
- Share ideas on ways skills can be shared and discussed as a team
- Develop a culture where mistakes are identified and discussed but people are not reminded or made to feel bad about their mistakes.
- Praise the effort of colleagues. Everyone likes to hear that they are doing a good job.

Sharing skills with others

Sharing skills and knowledge increases the productivity of a team.

People can work more efficiently, there can be less delays and people can access the information they need to do their jobs. This requires being able to identify team members with the most relevant skills, knowledge and experience to undertake particular work tasks. Team members can be partnered up to complete work tasks or requested to assist in another task because they have the specialist knowledge. This support for each other will help build a strong team that works collaboratively and will improve overall productivity and quality of work.

Different opportunities arise for sharing skills and experiences with others. This can be when:

- Solving a customer problem
- Assisting others on a new project
- Identifying new and more efficient ways of completing a task
- Assisting a new team member with a task
- Training new or existing staff
- When specialised skills are required.

Example

Skills and abilities example

Frank is a full-time staff member at 'Zoom Bank'. Frank has been working at the bank for 3 years and his manager has commented on how good he is communicating with the other employees and customers as well as using the banking systems.

As such, Frank has been asked by his manager to act as a buddy for a new employee named Bruno. The task will involve Frank having daily check-ins with Bruno, teaching him the fundamentals of the banking system and being his go-to person for any problems or queries.

Frank is excited about his new buddy task as it will boost his confidence and provide him with valuable opportunity to share his skills with another person.

Practice Task 4

Question 1

Outline two ways to document skills, knowledge and experience of team members.

Question 2

Which of the following are ways to empower staff to use and share their skills?
Tick all that apply.

- ☐ Collaborate on ideas about how they can share their skills
- ☐ Give encouragement to boost their confidence
- ☐ Give the person additional training to develop their weaknesses
- ☐ Buddy up the person with a new worker
- ☐ Look for suitable opportunities for the person to utilise their skills

2B Identify and implement inclusive practices

The value that diversity has in the workplace is that different minds come together for a common purpose.

Diversity in the team environment includes a wide range of elements that people bring to the job including age and experiences, cultural background, beliefs, perspectives, languages, education, skills, abilities and knowledge.

Employees are more likely to feel comfortable and satisfied in an environment where inclusivity is a priority. The higher the team morale, the more productive employees are going to be.

Value of diversity to work teams

Valuing diversity means creating a work environment that respects and utilises people's differences where people can thrive in their job roles and progress in the organisation. This may be recognising the unique contributions that individuals make or empowering workers to share and use their skills.

The value of diversity to the work team and the organisation is described below:

The value of diversity to the work team and the organisation:

- Broader communication skills to serve a broader customer base, including managing complaints and service issues from people of diverse cultures
- Use of broad talents and competencies for a range of work tasks
- Different perspectives that can be used to resolve problems
- Different worldviews and approaches to life can help others have a more positive attitude toward their work and life in general
- Increased knowledge, as more people bring a wider array of experience into the organisation

Diversity practices

Empowering people means accepting and respecting what makes them different.

Social and cultural awareness is about developing an understanding of the social and cultural differences in the workplace and using these elements to improve communication and relationships. It means realising that not all people are the same and appreciating that people have different values, beliefs, behaviours, and sometimes fundamentally different approaches to life.

Perhaps the most important reason we all need to be culturally aware is because awareness and knowledge is a first step to understanding. Watching a gameshow is much more rewarding if you know the rules of the game! With a friendship where you know and understand the other person, it is more satisfying than one that is superficial. It's the same with social and cultural awareness – the more you know and understand, the more you gain from your relationships and the more everyone benefits.

A competent leader uses inclusive practices when relating and communicating with others. This might include:

- Recognising and acknowledging the work of others
- Giving praise and recognition to staff in front of others
- Being empathetic to the difficulties staff may be experiencing
- Making an effort to understand and connect with the broad range of ideas and seeking input from all staff
- Sharing the successes of others with the wider organisation
- Promoting the skills and knowledge of their team to other areas of the business and to the staff as a whole

Create a culturally inclusive team

Implement inclusive practices that demonstrate the value of diversity and its ability to help achieve goals.

Implementing practices is more than reading a set of policies and procedures. Inclusive practices are about developing the culture of the organisation. A culturally inclusive team environment is one which demonstrates cultural acceptance, mutual respect, effective relationships, healthy communication and explicit understanding about expectations. In an inclusive environment, people of all cultural orientations feel they can express who they are, share their own opinions and points of view.

Communication of the policies, procedures is essential if team members are to understand what is expected of them. However, to effectively build a culture of inclusive behaviour, the leader needs to “walk the talk” by role modelling the desired behaviours and making the most of any opportunities to promote the skills of others. Leaders cannot expect others to do, what they are not prepared to do themselves – it must be demonstrated day-in, day-out. Here are some strategies they might use:

- Arrange for check in meetings with individual team members to discuss how their job and general satisfaction with their job role
- Arranging for social events where families get the opportunity to mix and meet one another
- Sending out weekly emails to highlight the benefit to the organisation of a diverse team
- Discussing the benefits of diversity in the team during staff meetings
- Implement a rewards and recognition program that highlights how team members have used their diverse skills to benefit the business

Example

Where diversity matters

George has recently immigrated from Italy and is employed as an admin officer at a real estate office. He is shy about communicating in English and has a minor cognitive disability. He has excellent skills in solving IT issues. His employer has asked him if he would be interested in working on a project that does not require him to communicate directly to customers in the front office. He will be required to create and design a new webpage and oversee the social media accounts that updates the property listings online.

Effective communication

Verbal and non-verbal communication can be adjusted to accommodate individual differences.

Verbal Communication is oral communication using spoken words. As well as the spoken word it includes the way the message is delivered, such as the tone used to deliver a message. Effective communication in staff is a very sought-after skill. Employers want staff who can convey their message clearly but also be able to interpret the message and adapt a response that meets the needs of the sender.

Here is a list of different communication skills used by different people as a part of their interactions in a workplace. Each of these types of conversations require the person to adjust their tone and way they speak.

Supervisors	Team members
▪ Training others to carry out a task or role ▪ Giving advice on an appropriate course of action ▪ Being assertive and reinforcing a point ▪ Giving constructive feedback such as emphasising strengths and weaknesses ▪ Explaining a disciplinary action in a direct and respectful manner ▪ Giving credit to others ▪ Recognising and countering arguments or other points of view ▪ Showing an interest in others, asking about and recognising their feelings ▪ Speaking calmly when they are feeling stressed ▪ Showing they understand a person's point of view with affirmative sounds and words like "uh-huh," "I understand," "I see," ▪ Disclosing something person to show empathy and to develop rapport with others	▪ Passing on messages from others ▪ Asking for advice from others ▪ Explaining a difficult situation or problem ▪ Explaining why they need assistance ▪ Paraphrasing what was said to show understanding ▪ Asking for more information ▪ Explaining a point of view ▪ Requesting feedback ▪ Stating their needs, wants, or feelings ▪ Calming an agitated person ▪ Persuading someone about the benefits of something
Clients or customers	Speaking to a group
▪ Asking for information ▪ Asking for details ▪ Clarifying what they have heard ▪ Explaining a problem	▪ Speaking clearly and at a moderate pace ▪ Using language appropriate to the audience ▪ Speaking confidently but with modesty ▪ Introducing the focus of a topic at the beginning of a presentation or interaction ▪ Projecting their voice to fill the room ▪ Providing examples to illustrate points ▪ Restating important points ▪ Summarising key points ▪ Supporting statements with facts and evidence ▪ Telling stories and using humour

Non-verbal communication

Non-verbal communication is also called body language such as eye contact, facial expressions, and various gestures or posture.

Non-verbal communication can send a strong message such as if you are interested and paying attention, it can show respect, if you are being truthful and how well you are listening.

When someone speaks, the verbal message they send will be interpreted according to the non-verbal factors associated with the message. Many times we are not aware of these non-verbal cues, but they can either complement or contradict the verbal message. Consider the following examples:

- hand gestures can reinforce the importance or passion someone feels for their message
- not giving eye contact can mean you are not listening and are uninterested
- Leaning or turning away while someone is speaking means you are finished listening or have other more important things to do
- Standing with arms crossed can indicate you are angry or don't like what is being said
- facial expressions can add a range of different emotions to a message such as surprise, confusion, pleasure etc.

Working with a diverse workforce means making adjustments to nonverbal communication according to the person and situation. A large part of 'getting to know someone' is learning to read their non-verbal cues. When your non-verbal messages match your verbal messages it increases understanding, develops trust and rapport.

If you are unsure how a person prefers to communicate, you can ask them directly as long as it is done in a respectful way and you explain that you genuinely want to improve the way you communicate to them.

Some non-verbal communication cues can be interpreted in different ways by different cultural groups:

- A head nod or shake can mean 'yes' or 'no'
- Constant eye contact can be seen as rude or aggressive or it can be seen as disrespectful
- Reaching out to touch someone can be offensive or can show you care
- A thumbs up can mean "OK" or it can be a rude sexual message
- Pointing a finger at someone indicating for someone to come can be a rude action
- Shaking hands, bowing, kissing on the cheeks hugging are some of the different ways to greet or farewell someone.

Modify your communication

Making an effort to respect language differences will set the tone for an organisation.

It can be a source of frustration when we don't understand the intended message people are communicating to us; similarly sending those messages can also be a source of frustration. Some people may not speak fluent English, some may speak clearly but have difficulty reading, other people have difficulties speaking or being able to hear.

The basic skills of communication involve using plain English, not speaking too fast and always being respectful and patient in your communications. If you are aware of the communication style and the languages spoken by others, you will be able to respond appropriately.

Here are some other strategies to meet the needs of a diverse workforce.

- Listen carefully
- Clarify and confirm their message
- Don't pretend to understand, tell the person you are having difficulty and ask them what to do
- Make the situation relaxed and decrease the stress of the situation where possible
- Allow time for the conversation and don't be impatient
- Speak as you usually do, don't exaggerate your lip movements or speak louder.
- Repeat what you understand from their message
- Look at the person as you talk
- Get the person's attention before talking
- Avoid background noise

Example

Culturally sensitive communication

Sezen has just commenced in her first working position since coming to Australia from Turkey. She speaks English well, but this is not her first language. Sezen's values, beliefs and behaviours include the following:

- She watches people closely, staring at their face, when they are communicating.
- She does not require a large personal space and sometimes stands close to others she is communicating with.
- When she enters a room, she greets the eldest person first, before greeting others.

During lunchtimes, Sezen makes a point of asking other staff lots of personal questions. She believes that by developing a personal relationship, she will also be fostering a professional relationship.

Practice Task 5

Question 1

Which of the following are examples of a culturally inclusive environment? Tick all that apply.

- ☐ Mutual respect and clear communication with all team members
- ☐ The leader demonstrates inclusivity in their relationships with others
- ☐ The staff follow the rules for WHS and uniform standards
- ☐ Different perspectives are sought to resolve problems
- ☐ A variety of knowledge, skills and experience is valued

Question 2

List three ways to promote the value of diversity in a team environment.

Question 3

Which of the following statements contain forms of non-verbal communication?
Tick all that apply.

- ☐ A staff member was talking to their colleague and waved goodbye to them when they left.
- ☐ A group of people were standing in a group laughing and talking.
- ☐ A man nodded his head as he walked past someone.
- ☐ Two people were talking on their mobiles to each other.
- ☐ A person thanked another by placing their hand on the shoulder of another person.

Question 4

List three ways you could modify your verbal and non-verbal communication to communicate with a colleague who has difficulty speaking.

Summary

- Support colleagues to share their skills, knowledge and experience will allow the business to be more diverse and productive.
- The value of diversity in a workplace means allowing the staff to explore their differences in a safe positive environment that contributes to a more effective working environment.
- Team leaders should role model inclusive practices and look for opportunities to promote the benefits of diversity.
- Verbal communication is not just defined as speaking words. It is also how you delivered the message and what was the tone you used while delivering the message.
- Nonverbal communication as the non-linguistic transmission of information through visual, auditory, tactile, and kinaesthetic channels.
- Leaders need to adapt their verbal and non-verbal communication to meet the needs of a diverse workforce.

Learning Checkpoint 2

Work effectively with individual differences

Part A

1. List three examples of the type of information to collect about the skills of individual staff.



2. Which of the following are ways to encourage staff to share their skills and knowledge with others? Tick all that apply.
 - ☐ Provide opportunities to apply their skills in a new situation
 - ☐ Arrange time to discuss particular skills
 - ☐ Let the team decide if the person has the skills to perform a task
 - ☐ Point out mistakes so they won't do it again
 - ☐ Praise the effort of others when they are doing a good job.

Part B

Read the case study and answer the questions that follow.

Case study

The Human Resources department has just released their new diversity policy and procedure. Connor is a supervisor of a team and is about to hold a meeting to explain the benefits and expectations outlined in the new policy. Connor's team includes a person who is hearing impaired and another who has limited English communication skills.

1. Which of the following communication principles should Connor use? Tick all that apply.

- ☐ Use lots of eye contact
- ☐ Use clear and simple language
- ☐ Keep his hands moving all the time
- ☐ Ask questions to check for understanding
- ☐ Don't allow any interruptions
- ☐ Speak loudly

2. List three inclusive practices that Connor can use to promote the value of diversity to the group.



Topic 3 | Evaluate use of inclusive practices

- 3A Seek feedback on inclusive practices
- 3B Evaluate feedback and make improvements

3A Seek feedback on inclusive practices

Seeking feedback can provide insights into ways to improve work practices.

Feedback provides an opportunity to find out what people think and feel about your work. It can identify what is working well and what may need to be changed. Feedback can be positive, and it may also provide ideas about how you can make improvements in the future.

Feedback methods

Feedback may be based on personal observations and evaluations made by your supervisor.

It could be based on information gathered from staff about the use of inclusive work practices in their work such as:

- if there is a change in attitudes or acceptance of individual differences
- whether inclusive practices have improved relationships between staff
- whether inclusive practices have improved the work culture and made staff feel more included and part of the team
- your role in interacting productively with diverse groups of individuals in the workplace
- your role in responding to staff concerns when encouraging new ways of working.

Some supervisors will use a combination of formal and informal feedback.

Informal feedback is information gathered through general conversations, discussions or observations of the way you interact with staff and the way staff interact with each other.

Formal methods are likely to include a written response with information gathered through surveys or questionnaires or focus group sessions that discuss ideas from staff about their interactions with each other and the inclusive culture of the workplace.

There are several ways to obtain feedback about your work practices and interactions with others. This might include:

- Arranging a face to face discussion. Make sure you allow the person to respond with suggestions of ways they believe the work environment can be improved. Ask open ended questions that encourage the person to explain what they mean. Try not to interrupt and if necessary, ask the person to explain or give an example.
- Reading the results of a staff survey or questionnaire
- Reading comments made by staff in an anonymous suggestion box

It is polite to show you value a person's time when you send a thank you for being involved in a survey or discussion on ways to improve the work environment.

Example

Sample employee questionnaire

Please complete the following in relation to your current work tasks	Yes	Somewhat	No	Comments
1. Do you feel comfortable making contributions at meetings?				
2. Are you always able to access and understand information provided to you about your work tasks?				
3. Do you share your ideas with others?				
4. Do you feel your skills and knowledge are being fully appreciated?				
5. Are you aware of changes to improve the inclusive practices in your team?				

Please provide an example of an inclusive practice that has made an improvement to your work role:

Types of feedback

When you receive feedback, you may need time to think about your response or to observe your practice before responding.

Each of the three feedback levels requires you to think and reflect and allows the discussion with your supervisor to be deeper and more meaningful.

Feedback about a process or work task

- When you ask for feedback about a process, you are asking for information.
- This feedback will be impersonal and about your skills and knowledge.
- For example, you would receive this type of feedback if you asked about the productivity or deadlines in a project.

Feedback about your interaction with processes

- When you ask about your interaction regarding a process, you are requesting personal information.
- For example, you would receive this type of feedback if you asked how well you provided training and advice to staff.

Feedback about relationships and communication with others

- When you ask for this type of feedback, you are requesting personal feedback that is constructive and useful to your development.
- You are gaining someone's opinion and perception, so you increase your abilities and can set goals.
- For example, you would receive this type of feedback if you asked your supervisor to comment on how well you develop rapport with the team or supported them to adopt new ways of interacting.

Receiving difficult feedback

Constructive feedback is focused and non-judgmental, and its aim is to help others improve

You may receive feedback that a practice you thought was of high quality is not shared with others and needs to be improved.

If you feel defensive or upset about negative feedback you receive, you may need to let the other person know you need to step back from the discussion. You might say:

- 'I need to think about this before I respond.'
- 'I'm a little bit surprised, do you mind if I take a minute to think?'
- 'I feel pretty upset, but I will think about what you are saying.'
- 'Maybe we can talk about it again tomorrow, when I have had time to think.'

Example

Seeking feedback

Lillian has recently started running small training sessions with staff on implementing more inclusive practices amongst the team. She wants to know how she is progressing, so asks her supervisor, Ivan, about her performance.

Ivan provides some constructive advice and identifies an area he feels that Lillian could improve on.

Lillian feels disappointed at first. She thought she was doing really well. She thinks about the feedback for a while, then realises the following:

- Ivan raised a really good point and something that was really useful.
- Ivan had been honest and caring in his feedback and she appreciated this.
- If you want to improve you need to learn, and this can be challenging.

Lillian makes some notes and writes down some questions she could ask Ivan to get some clear direction.

Practice Task 6

Question 1

Which of the following are effective ways to seek feedback about inclusive work practices?
Tick all that apply.

- ☐ Have a face to face discussion.
- ☐ Wait until someone tells you.
- ☐ You don't need to seek out feedback.
- ☐ Ask supervisors to observe and share their findings.
- ☐ Email a friend a survey to fill out.

Question 2

Draw a line to match each feedback method on the left to the type of feedback on the right.

- | | |
|--------------------------|------------|
| » Observations | » Informal |
| » Surveys/questionnaires | » Informal |
| » Conversations | » Formal |
| » Meetings | » Formal |

Question 3

Which of the following statements relate to feedback? Tick all that apply.

- ☐ Feedback can be collected using surveys, observations and face to face discussions.
- ☐ Feedback is used to help you identify your strengths and weaknesses. It gives you an opportunity to progress and make goals for improvement.
- ☐ Negative feedback can be upsetting so it is okay to interrupt and argue the facts.
- ☐ Receiving negative feedback requires you to think carefully about what is being said and what you can gain from the information.

3B Evaluate feedback and make improvements

Evaluating feedback allows us to identify opportunities to improve work practices to be more inclusive and supportive of diversity.

Effective feedback helps to identify opportunities for improvement that can lead to better relationships and greater productivity. The information provided will help you understand the thoughts and feelings of staff and help identify the root causes of any team issues.

If information is to be used in planning and decision-making, it needs to be true reflection of the team culture and the level and quality of inclusive work practices used in the workplace.

Discuss with your supervisor that the information is:

Valid

The feedback relates specifically to the questions being asked.

Reliable

The feedback is gathered from reputable direct sources, such as:

- observing team members in the workplace interacting with others
- follow-up with customers to verify any issues
- other staff members who work directly with the team

Current

The feedback summarises the current or recent actions/opinions of the team, not six months or a year ago.

Sufficient

There must be enough feedback to substantiate a claim of a genuine issue or need for improvement. For example, one isolated negative opinion will not indicate an issue; however, an issue that is repeated by more than two people may be worth investigating.

Identifying opportunities for improvement

Once you have evaluated and discussed feedback with your supervisor, you need to integrate the improvements into work practices.

If feedback from multiple team members reveals that there is an issue, appropriate action needs to be taken. The aim of making an improvement is to prevent the same or similar issue from occurring again. Therefore, you must identify and address the root causes of the issue in order to appropriately address the problems. By determining the root causes you can understand where your time and effort needs to be placed.

Root causes can relate to:

- the systems used by the organisation such as processes and procedures
- the work culture environment of the workplace which usually stems from the attitudes of management
- the staff themselves.

Systems and management	Staff
▪ Policies are out-dated, vague or poorly written and do not reflect the current environment ▪ Feedback systems are ineffective ▪ Lack of training, education, monitoring and supervision of individuals and teams ▪ Increased stressed placed upon teams due to deadlines or inefficient resources ▪ Poor health and safety standards in the workplace ▪ Managers are not observing the behaviours of workers ▪ Lack of accountability between staff and management ▪ Lack of support process to assist staff in resolving their issues	▪ Mistakes made by staff ▪ Poor attitudes toward their job and/or others ▪ Negative behaviours that cause others stress ▪ Personal grievances and conflicts between staff or with management ▪ Lack of understanding between staff resulting from differences in cultural and/or social values ▪ Lack of collaboration between staff ▪ Lack of teamwork and appreciation of the skills of others

Example

Identifying the root causes

Amanda manages a team of 8 workers in a contact centre that is made up of a wide mix of people from various cultural and social backgrounds. As of late, the team have been experiencing a large number of conflicts, many of which Amanda has observed first-hand. These conflicts are impacting on team communication, relationships and at times, customer service.

Amanda recently sent out a brief survey to the team to try to identify some of the causes of their recent problems. Some responses showed that two team members felt uneasy around one particular worker however the majority of respondents identified issues relating to a lack of cultural understanding and respect.

Amanda decided to review the training and management systems specifically relating to diversity. Amanda identified that when new people start at the contact centre, they are given only a brief amount of information about cultural diversity and value the organisation places on its diverse workforce.

Implementing change

Change can be difficult to implement as many people are resistant to change.

To successfully implement change, you will need all of the relevant information to provide to staff along with a good argument for change. Change can be daunting for some people and there will be a large proportion of staff who fear change.

As a result of feedback gathered some changes may need to be made such as:

- Team leaders need to improve their listening skills, encourage everyone to participate in team meetings and learning to pronounce people's names correctly
- A training program on cultural awareness and the legal requirements for non-discriminatory behaviour
- An information session on the value to the organisation of diversity and individual differences
- Improvements to the procedure for reporting a grievance or a complaint
- Provide a mediation and conflict resolution process to support workers with grievances
- Refine policies, procedures and code of conduct documents that explain behavioural guidelines
- Implement a suggestions box so team members can continue to provide feedback
- Implement team building activities and social events to improve cultural awareness within the team
- Implement a rewards and recognition program that highlights how team members have used their diverse skills to benefit the business

Change management is a practice used widely in business. It uses a planned approach to help people transition through a period of change. The success of any change usually stems from the managers ability to provide team members with appropriate information and support.

One of the popular change management models is the Kotter's 8-Step Change management model, which breaks down practices into these steps. Here is a simplified version of his model.

Step One: Create the need for change	- Identify the opportunities, the threats of the change and make sure that staff understand what will happen if they do not change. - Strengthen your argument by getting customers, clients, and other stakeholders such as industry experts to reinforce what the team is told.
Step Two: Prove that change is necessary	- Identify the leaders amongst the staff and get them to support the process. - Work on team building and build on areas of weakness.
Step Three: Create a vision for change	Why change? Outline what strategies will be used to implement the change and align this with the organisation's mission.
Step Four: Communicate the vision	- Provide ongoing information and communication to the team. - Provide updates on when to expect the change, what their role in the change is and what impact it will have for them.
Step Five: Remove obstacles	- If staff resist change, find the cause of the resistance and help them to see what they need to do to accommodate and adjust to the change. - People usually resist change when they are insecure and do not know or understand what is expected of them.
Step Six: Create short-term wins	- During the implementation, give team member's realistic targets. - Reward them when they reach their targets.
Step Seven: Build on the change	- After every win, analyse what went right and how you can improve on the change. - Keep ideas' fresh and get leaders to actively contribute to the process.
Step Eight: Anchor change in corporate culture	- For change to stick, it must become a part of the organisation's culture. - Create plans, recognise key members, tell success stories, update policies and procedures and include the changes when hiring and inducting new staff.

Legislative and organisation guidelines

The change process must be implemented in a fair and ethical manner, ensuring the rights of workers are upheld.

All changes that happen in a workplace, whether it be job change, management change or improvements, they must follow the rules of the workplace guidelines. If these guidelines are not followed, you may be breaching the law or promoting unlawful practices. Legal compliance is the largest area of risk when dealing with change relating to staff. Remember the legislation related to diversity and inclusion discussed in topic 1 such as WHS, anti-discrimination, privacy etc. For example, asking staff to work longer hours or moving to another location needs to be done using consultation and with good reason otherwise this may not meet the employee rights under the Fair work Act.

Workplace guidelines include the range of codes of conduct, policies, procedures, value statements and other documents that explain the expectations for staff behaviour ways to relate to each other in the workplace.

Example

Integrating an improvement in the work environment

Ranjodh is the manager at a local cinema. He recently has become aware of issues relating to internal grievances between younger and older staff, including a number of inter-racial conflicts.

Ranjodh reviewed the situation and identified a number of improvements in how staff would be trained and held accountable for their actions. This has resulted in a new diversity policy and reward plan to include a number of team building initiatives and a rewards program.

To help the supervisor's transition through the change, Ranjodh held a number of communication sessions over the two-month period, which allowed supervisors to ask questions and voice their concerns. He also provided additional information and training to the staff to ensure they understood and felt confident in meeting their expectations.

Practice Task 7

Question 1

Draw a line to match each aspect of feedback information to its description.

- | | |
|--------------|--|
| » Valid | » Feedback accurately summarises the current status of the team |
| » Reliable | » There is enough information gathered to identify a genuine issue or need for improvement |
| » Current | » Feedback is gathered from people who work in the area. |
| » Sufficient | » Feedback is focused on the issues and specific areas of investigation. |

Question 2

Briefly describe the two main areas you need to focus on when evaluating feedback to determine the root causes?

Question 3

Which of the following are possible opportunities for improvements as a result of feedback from staff? Tick all that apply.

- ☐ Policies need to be updated as they are out-dated and no longer relevant
- ☐ Maintain a strict deadline even though staff feel they can't cope
- ☐ Staff need to have more training to avoid equipment being used incorrectly
- ☐ Managers need to arrange for face to face meetings to monitor the relationships between people more closely
- ☐ Implement a new payroll system so all staff are paid on the same day.

Question 4

Which of the following are ways to support staff when implementing improvements to work practices? Tick all that apply.

- ☐ Explain the need for the changes
- ☐ Communicate the plan and the vision to managers only
- ☐ Focus more on the issues and less on the changes
- ☐ Allow workers to ask questions
- ☐ Celebrate successes together

Summary

- Feedback from a supervisor is important as it helps identify changes that need to be made to improve work practices and promote a more inclusive work culture.
- Feedback needs to be assessed to ensure it is useful in terms of understanding the true status of the team culture and identifying issues when it comes to inclusive work practices.
- If feedback from multiple team members reveals that there is an issue, appropriate action needs to be taken.
- Areas of improvement can be broken into two categories: systems and management, and workers.
- The aim of implementing an improvement is to prevent the same or similar issue from occurring again.
- Change management is about taking a planned approach to help people transition through a period of change.

Learning Checkpoint 3

Evaluate use of inclusive practices

Part A

1. List three examples of feedback used to gather information about a team's inclusive work practices.

2. List three improvements that may be identified from feedback from staff.

Part B

Read the case study and answer the questions that follow.

Case study

Jacinta recently introduced a staff questionnaire to gather feedback about how people were feeling about the topic of inclusive work practices. After receiving 34 responses from her work teams, she is now in the process of evaluating and reviewing the feedback to determine what needs to be improved and how the issues need to be addressed.

A summary of the feedback is provided below:

Question	Responses
How well do you feel included within your team?	25%
Do you feel respected and understood by others in your team?	33%
Do you believe you have trusted and strong relationships with your peers?	21%

1. What method did Jacinta use to gather feedback from the staff on the new procedure?

2. How should Jacinta evaluate the feedback to determine the root causes and areas of opportunities for improvement?

3. Identify three things Jacinta can do to support the team implement a change to the way they work?

