BSBTWK501

LEAD DIVERSITY AND INCLUSION

BSBTWK501
Lead diversity and inclusion

Release 1

Learner Guide

Aspire Version 1.1

Aspire also has learning resources available in these areas:
· Foundation skills
· LLN and employability skills (non-competency)
· Community services
· Early Childhood Education and Care
· Allied health

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CONTENTS

Before you begin

This Learner Guide is based on the unit of competency *BSBTWK501 Lead diversity and inclusion*, 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	▪ Identifies, analyses and evaluates complex texts to determine particular diversity requirements
Writing	▪ Collates ideas and information from various sources ▪ Prepares factual and informative documentation to suit purpose and audience ▪ Records investigation findings according to organisational and legislative requirements
Oral Communication	▪ Presents information and opinions using language and non-verbal features appropriate to audience ▪ Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Initiative and enterprise	▪ Takes responsibility for following policies, procedures and legislative requirements ▪ Seeks to improve policies and procedures to better meet organisational goals
Teamwork	▪ Selects, implements and seeks to improve protocols governing communications to clients and co-workers in a range of work contexts ▪ Collaborates with others to achieve shared goals ▪ Interacts effectively with people from diverse backgrounds
Planning and organising	▪ Accepts responsibility for planning and sequencing complex tasks and workload, negotiating key aspects with others ▪ Uses analytical skills to decide on appropriate application of diversity policy in a range of complex situations ▪ Investigates new and innovative ideas as a means to continuously improve work practices and processes

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: Review diversity policy	1A	Locate and review diversity policy	❏ Confident ❏ Basic understanding ❏ Not confident
	1B	Assess currency and efficacy of diversity policy	❏ Confident ❏ Basic understanding ❏ Not confident
	1C	Provide feedback and suggestions and revise diversity policy	❏ Confident ❏ Basic understanding ❏ Not confident
Topic 2: Foster respect for diversity in the work team	2A	Identify training needs to promote respect	❏ Confident ❏ Basic understanding ❏ Not confident
	2B	Identify staff who need additional support	❏ Confident ❏ Basic understanding ❏ Not confident
	2C	Address workplace diversity complaints	❏ Confident ❏ Basic understanding ❏ Not confident
Topic 3: Promote the benefits of diversity	3A	Promote and support organisational efforts to champion diversity	❏ Confident ❏ Basic understanding ❏ Not confident

Topic 1 | Review diversity policy

1A   Locate and review diversity policy

1B   Assess currency and efficacy of diversity policy

1C   Provide feedback and suggestions and revise diversity policy

1A Locate and review diversity policy

The purpose of a workplace diversity policy is to promote inclusion and respect for diversity.

Over the past 40 years it has become increasingly common for all kinds of businesses to have an internal workplace diversity policy.

Australia has a highly diverse, multicultural population and, as a country, has a reputation for tolerance and respect for difference. These characteristics are not, however, reflected in every aspect of the workforce.

Less than 5% of chief and senior executives in Australia have a non-European or Indigenous background and only 7% of ASX100 chief executive officers are women. Also, according to a 2019 Boston Consulting Group report on diversity initiatives in Australian companies, more than 30% of the employees surveyed claimed to have experienced discrimination in the workplace.

Sources: https://www.afr.com/work-and-careers/management/companies-wasting-millions-on-diversity-programs-20190719-p528ry https://www.bcg.com/en-au/capabilities/diversity-inclusion/good-intentions-not-enough

Workplace culture

Human differences are an important factor in forming the culture in a workplace.

A workplace culture that respects and values diversity will help to create an environment where staff work cooperatively and productively together.

New members of staff should not be expected to give up their beliefs or values to fit in with a work culture. Rather, all staff should be able to maintain their social identity in the workplace and not have it absorbed or lost into a dominant culture.

In an inclusive workforce, everyone, regardless of their differences, feels:

- **respected** for who they are and free to be themselves
- **connection** to their colleagues and a sense of **belonging**
- that they are **contributing** their talents and unique perspective to the workplace
- that they are **progressing** in their career, with equal access to opportunities and resources.

A diverse workforce

A diverse workforce has employees with differing attributes, affiliations and identities.

Here are some examples of the many different diversity types in society and the workplace.

Gender identity	Gender identity is a person's innermost sense of themselves as a man, a woman, a changing blend such as gender-fluid, or exclusively neither such as non-binary.
Cultural background	Cultural background refers to a person's country of birth, the country of birth of their parents, their ancestry, language and religious affiliation.
Aboriginal and Torres Strait Islander peoples	Aboriginal and Torres Strait Islander people are the Indigenous people of Australia. They are not one group but comprise hundreds of groups that have their own distinct set of languages, histories and cultural traditions.
Ability / disability	Disability is a term used to encompass a range of impairments and restrictions which impact upon a person's ability to fully participate in society.
Age	In the Australian workplace, employees can be any age from 15 to 65 years old or above. Different generations, such as Baby Boomers, Gen X or Millennials, may hold different beliefs and values.
Socio-economic background	Socio-economic background refers to a person's current and historical social and economic circumstances. It is partly determined by income but is also related to a person's education and occupation.
Religious affiliation	People with the same religious background typically share a set of core values, beliefs and practices. There is significant religious diversity in Australia, from major religions to much fewer common denominations.
Sexual orientation	Sexual orientation is a person's identity in relation to the gender or genders they are sexually attracted to such as heterosexual, homosexual, bisexual and so on.
Neurodiversity	Neurodiversity is a term used to describe brain differences and variations. Neurodiverse variations include autism spectrum, dyslexia and Tourette syndrome.

Sources: https://diversity.social/workplace-diversity-types/ https://www.aihw.gov.au/reports/ disability/people-with-disability-in-australia/contents/people-with-disability https://www.aihw.gov.au/ reports/australias-health/health-across-socioeconomic-groups https://www.abs.gov.au/AUSSTATS/ abs@.nsf/mediareleasesbyReleaseDate/8497F7A8E7DB5BEFCA25821800203DA4 https://www. neurodiversityhub.org/what-is-neurodiversity

Diversity terms

Here is a list of terms and definitions that may be useful for working with policy related to diversity and inclusion.

Term	Definition
Anti-bias approach	An anti-bias approach puts into place actions that challenge bias, prejudice, stereotyping and all forms of discrimination.
Bias	Bias refers to a feeling of liking or disliking a person or group of people due to characteristics that are beyond their control.
Belief	Belief refers to what you feel and accept is true or false and is often a reflection of a person's values.
CALD	CALD stands for culturally and linguistically diverse and is the preferred term for describing people with a cultural heritage different from that of people from the dominant Anglo-Australian culture.
Culture	The way of life for a particular group of people. It may be influenced by race, religion, economic status, family life, health, educational system, government, or way of viewing the world.
Cultural competence	The ability to understand, communicate and effectively interact with people from different cultures.
Custom	A long-term habit or behaviour, often from childhood. For example, it may be a custom to eat rice with each meal.
Discrimination	Action taken towards, or withheld from, an individual or group based on characteristics that are not relevant to the situation. For example, choosing not to employ someone solely based on their appearance.
Diversity	Diversity refers to the existence of a wide range of different characteristics in a group of people including culture, gender, sexual orientation and ethnic background.
EAL	EAL stands for English as an additional language.
Ethnicity	This is determined by a person's background in relation to their racial, national or cultural group, and that group's customs, beliefs and language.
Equitable	Fair and equal to all.
Inclusion	Making all people feel that they belong and are welcome, respected and valued.
NESB	NESB stands for non-English-speaking background.

Term	Definition
Norm	A norm is something that is considered typical; for example, it may be a norm for you to work with staff who speak English as an additional language. It may also refer to cultural expectations, such as not touching a colleague on the shoulder.
Non-bias	Non-bias refers to not expressing or acting on any bias.
Prejudice	An opinion about a group of people or an individual that is based on preconceptions rather than knowledge of that person and may be biased. For example, someone saying, 'don't let them come to our country' is negatively biased and shows prejudice.
Racism	Racism is discrimination based on membership of a particular racial or ethnic group, especially the belief that one race is better than another.
Society	A group of people living together as a community.
Socioeconomic	Refers to both social and economic impacts on individuals.
Stereotype	When a group or individual has a range of characteristics and abilities and it is assumed that all members of their group have the same range of characteristics and abilities this is stereotyping. For example, if someone says that all Americans are loud, this is a stereotype that is based on a limited experience, as the person has not met all Americans.
Value	A value is a belief that you feel strongly about which is important to you; for example, you may value honesty.

Benefits and competitive advantages

The benefits of a workplace culture that respects and values diversity and inclusion are well researched and recorded. Research has identified that:

- a diverse workforce can help organisations gain access to different markets
- ethnically diverse companies are more likely to have financial returns above the national industry standard
- diversity has been shown to facilitate business innovation
- companies with policy that promotes tolerance, openness and inclusion are often more flexible and adaptable to change. These two characteristics are attractive to employees
- promoting cultural diversity and preventing race-based discrimination can have physical and mental health benefits for employees
- recruiting from a diverse pool of candidates makes it easier for companies to find employees with suitable skills and experience.

Business productivity can also benefit from having a diverse workforce. This might include:

- staff who speak different languages and staff who understand other cultures are a valuable resource when working with other companies, particularly overseas organisations
- insights into customer or client issues, complaints and service help improve client relationships which in turn can improve customer service
- being competitive and capitalising on individual talents and contributions of the diverse staff base
- creating products and services that appeal to diverse communities or overseas customers.

Benefits to staff might include:

- social justice principles being modelled and promoted such as equal opportunities for promotion and rewards, and practices that make them feel supported and welcome
- employees being attracted to a business because of its diversity and inclusion strategies
- staff being encouraged to share ideas and being acknowledged for the perspectives they bring to problems and solutions
- improved communication between employees because of internal strategies designed to meet the diverse needs of the workforce
- a range of cultures, backgrounds, ages and abilities creating a stimulating and lively workplace; with high staff morale, a variety of opinions and interesting points of view.

Example

Benefits of workplace diversity

The following text is from an article published by AbilityOptions in 2021 that describes some benefits of diversity in the workplace. AbilityOptions is a NSW organisation that supports people who need assistance to achieve their aspirations and inclusion in the community.

Having a diverse and multicultural workplace brings several advantages. Since today's world is increasingly more globalised and interconnected, workplaces should take advantage of the diverse range of skills individuals from different backgrounds and languages can bring. The top five benefits of workplace diversity include:

- increased productivity: a diverse workplace allows for more ideas and processes. This diversity of talent means a broader range of skills among employees, as well as a diversity of experiences and perspectives which increases the potential for increased productivity

- increased creativity: as various cultures and backgrounds work together, the opportunity for increased creativity exists. This is because there are more people with differing perspectives and solutions to problems, allowing for a greater chance of a workable solution to a workplace problem

- improved cultural awareness: a diverse range of cultures within the workplace allows companies to deal with the different nuances within a global marketplace. If a company does business with China, for example, having an employee who can speak Mandarin is an asset and can lead to improved workplace relations

- a positive reputation: companies that have a diverse workplace are often perceived as better employers. Potential employees want an employer who accepts and is tolerant of all backgrounds and who treats their employees fairly

- increase in marketing opportunities: if potential employees or customers see that a company represents a diverse workplace, it makes them feel like they can relate to the company more. Using advertising that depicts mature-aged, differently-abled, or ethnically diverse people encourages applicants to apply, promotes a positive reputation, increases marketplace awareness, and generates a more diverse client base

Achieving workplace diversity means you are bringing out the very best of your employees and allowing them to reach their full potential. By doing so, your workplace benefits as it encourages a more varied and innovative talent pool.

Source: https://abilityoptions.org.au/about-us/news-events/blog/5-benefits-of-diversity-in-the-workplace

Diversity and inclusion policy

Policy is the term for formal documents used by organisations to achieve their objectives or compliance requirements. They provide guidance and directions for staff on what they can and cannot do, and staff must be able to apply the rules to their own work and to business operations.

Diversity policies outline the company's expectations of staff while taking the organisational context, or the operating environment, of the business into account.

Polices on diversity and inclusion will have different titles in different organisations. Policy should be included in an induction pack for new staff and all employees need to be familiar with, and know how to, access current policy documents. Policies are often stored on the staff intranet or are accessible in hard copy format in a policy manual. They should provide information on when they were last reviewed so that you can be sure you are using the most recent version. This information might be included in the footer of a document or in the file path of the soft copy.

Common features of a policy

Every diversity policy will differ as it needs to meet the unique characteristics of the workplace but it may include some or all of the following components.

- Scoping statement outlining key personnel, issues and context for the organisation.

- Purpose statement or objectives explaining the intent of the policy and what the organisation hopes to achieve.

- Compliance with specific legal requirements such as acts and regulations.

- Definitions of terminology used in the policy, such as discrimination, inclusion and so on.

- Performance indicators that will be used to measure effectiveness of objectives outlined in the policy.

- Activities and strategies to achieve objectives as well as timeframes and associated costs for the implementation process.

- Key roles and responsibilities required to carry out key tasks and duties.

- Record-keeping processes explaining how the policy will be stored and where it can be accessed.

- Evaluation processes explaining how and when the policy will be reviewed and improved over time.

The Queensland Government provides an example of a diversity policy template here: aspirelr.link/csyw-diversity-policy

The Department of Education and Training has an example of an inclusive workplaces policy here: aspirelr.link/det-inclusive-workplaces

Reviewing a diversity policy

An effective policy reflects the current composition, circumstances and experiences of the organisation.

During a policy review process, you will need to consider what aspects of the policy are relevant to your work area and how they can be applied.

Not all statements in a policy are relevant to every work area. A policy is an overarching document that is meant to cover the scope of the entire organisation. For example, statements related to internal data collection may not apply to some departments but may be of particular relevance to human resources staff. Some policy statements will be broad but provide a clear indication of the organisation's core values and their expectations of staff behaviours. For example, statements on the use of language and terminology will be relevant to all employees. The following examples are diversity and inclusion policy statements for different operational areas of a business.

Organisational area covered in the policy	Examples of policy statements of principles
Recruitment of new staff	• Recruitment practices should not present barriers to diversity. • Advertised positions should be open to all and seek to have the company's workforce reflect the diverse composition of the Australian population. • Advertised positions must meet legal requirements and should not discourage under-represented groups from applying or imply that only certain applicants will be considered. • Flexible work options and reasonable adjustments such as job sharing or working from home will be considered on a case-by-case basis.
Career development	• Managers will encourage employees from under-represented groups to develop the knowledge and skills needed to qualify for management positions. • Career development and promotion practices will be fair and open, and employees' skills and capabilities will be objectively evaluated.
Training and professional development	• Newly employed staff will be required to complete cultural competency and diversity training as part of their orientation or induction. • Cultural competency training will be offered on an annual basis to all employees. • Managers should support mentoring opportunities for junior staff, especially for staff from backgrounds that are under-represented in our workforce.

Organisational area covered in the policy	Examples of policy statements of principles
Discrimination and bullying	- The process for dealing with complaints from employees about issues relating to discrimination, bullying and harassment must be easily accessible. - All staff must treat their colleagues and our clients and customers with dignity, courtesy and respect. - All staff have the right to work in an environment that is free from discrimination, bullying and harassment.
Language and terminology	- Offensive or derogatory language will not be tolerated. Managers will take appropriate steps to address the use of offensive or derogatory language in our workplaces. - Staff are entitled to be referred to by their preferred pronouns such as he/his, she/hers, they/their; and staff must also refer to each other according to preferred pronouns.
Use of digital communication technologies	- The use of company email to send offensive or derogatory content will not be tolerated. - Employees who use company resources and technologies to send racist, sexist or homophobic content, or content that is in any other way offensive to a specific group, risk suspension or termination of their employment.
Workplace committees and interest groups	- The role of diversity committees is to implement and evaluate the diversity policy and initiatives every 6 months. - A diversity committee will oversee the development and delivery of diversity initiatives and strategies as approved by senior management. - The company's reconciliation action plan will be overseen by a senior manager in partnership with the company's Indigenous advisory board.
Data collection and evaluation	- Data on workforce diversity will be collected annually via the staff satisfaction and wellbeing survey. - The diversity committee will lead the evaluation of diversity initiatives and produce a bi-annual report on their effectiveness for the executive director.

Locate and review diversity policy

The following is an example of an introduction or opening statement to a diversity policy.

Policy application:

- All employees have the right to a safe and healthy workplace free from discrimination and harassment.
- Selection and recruitment, training, promotion and leave must be based on a person's individual ability regardless of their human characteristics. Recruitment should reflect the Australian community and include people of different abilities, ages, genders, cultures and religions.
- Leave may be given for cultural and religious events if four weeks prior notice is provided. This will be based on individual circumstances and be at the manager's discretion.
- Maternity, paternity and carers leave is offered, as outlined in the separate leave policy.
- Leave may be given for other reasons. This will be based on individual circumstances and be at the manager's discretion, as outlined in the leave policy.
- Employees must follow organisational policies and procedures and work cooperatively, fairly, respectfully and without bias or prejudice.
- The CEO will handle breaches of the policy.

Practice Task 1

Question 1

Which of the following features will you typically find in diversity policy? Tick all that apply.

○ The company's 20-year vision for changing attitudes to harassment.

○ Recruitment practices which support fairness and equal opportunities for all.

○ Promotion practices based on fair and objective evaluation of employees' skills and capabilities.

○ Process for dealing with complaints about issues relating to discrimination.

○ Language preferences to ensure staff avoid confusion for those from non-English speaking backgrounds.

Question 2

Draw a line to match each policy statement example to the corresponding work area.

» Hiring of new staff

» All staff can expect to be treated with dignity, courtesy and respect.

» Training

» The use of email to send offensive or derogatory content will not be tolerated.

» Discrimination and bullying

» Professional development in cultural competency will be available to all employees.

» Use of email

» Flexible work options will be considered for employees based on their personal or family responsibilities.

Question 3

Briefly outline three benefits and competitive advantages provided by a diverse workforce.

1B Assess currency and efficacy of diversity policy

Companies must assess and review their diversity policy to ensure they are achieving desired outcomes.

Policy documents are a continuing process and need to be reviewed and updated regularly. This might be when there is:

- updated legislation, such as a change to anti-discrimination or Fair Work laws
- an identified risk to the organisation, such as needing to review job descriptions for equal opportunity or language
- a change that renders the policy unworkable, such as a substantial increase in the workforce following a merger with a larger company
- an identified gap in the policy, such as some information is missing or is not sufficiently robust.

For a policy to be meaningful and practical, it requires input from all key stakeholders. This way diversity practices can be embedded in the workplace in a manner that best suits business operations.

Consulting a diverse range of staff about the impact of a diversity policy will help to determine the currency of a policy and identify which aspects are working and which could be improved. Analysing company data relating to diversity will also help determine the effectiveness of a diversity policy.

Two factors to consider when determining the currency and effectiveness of a diversity policy include:

Is the policy current?	• When was the last time the policy was updated? • Does the policy reflect current community expectations and values? • Does the policy reflect the composition of your company's workforce? • Does the policy incorporate all relevant current legislation, including legislation relating to discrimination, bullying and harassment?
Is the policy effective?	• Is the policy having the desired effects? • Are there any aspects of the policy that are not working, or need to be improved? • Could the policy go further? Are there actions or strategies that could enhance diversity and inclusion in the workplace?

Discussing a diversity policy

Discuss the diversity policy with your team, and other colleagues, to evaluate it.

Stakeholders can be broadly defined as anyone who has an interest in or interacts with the organisation. Internal stakeholders include staff and management, while external stakeholders include contractors, customers, suppliers, community organisations, consultants and industry associations.

Everyone who is affected by a policy, whether directly or indirectly, should be consulted during the development stage or when an existing policy is being reviewed. The number and range of stakeholders will differ according to the size of the business and scope of the policy.

This might mean talking to people from within the organisation such as:

- different teams, work areas and departments
- different levels of authority such as general staff, managers and senior managers
- under-represented groups
- groups who are under-represented in specific roles.

Be mindful that just become someone belongs to or identifies with a group, this does not mean they will want to, or should be expected to, share their perspective or experiences as a member of that group. This may be because the person:

- does not feel they have something worth sharing
- feels uncomfortable talking about their experiences
- does not want to be singled out.

When arranging discussion sessions, do it in a respectful and safe way. For example, invite all the staff within your work area to discuss their views on the diversity policy and thereby avoid singling out specific people or a specific group.

During the policy review, there may be times when staff share experiences of exclusion and discrimination. Be prepared to provide appropriate support such as providing information about available services and complaint procedures.

Some staff may be reluctant to share information about their experiences or may be concerned about their privacy. Be clear about the purpose of the review and how the information will be used to improve the organisation or enhance the working environment.

Give staff the choice to take part or ask for volunteers and provide a number of different ways to contribute. For example, opinions can be collecting through an anonymous written questionnaire, in focus group sessions, using a suggestion box or personal meetings. If you are using an interview or questionnaire with structured questions, do not expect staff to complete a long list of questions. When deciding on the number

of stakeholders to use in a review, consider keeping the amount of information to analyse manageable as you need to have enough people participating to be able to draw conclusions that are meaningful and useful. For example, can your conclusions and findings be applied to the whole organisation or only one work area?

Effective communication

The following tips will help you communicate in a positive, respectful and inclusive way when seeking information from stakeholders.

- Use active listening such as paying attention, facing the person, providing feedback or summarising the person's comments to be sure you have understood them.
- Build rapport by showing empathy, interest and having a non-judgemental attitude.
- Avoid stereotypes, as this could lead to false or negative assumptions about the individual.
- Be aware of any negatively bias you may hold and make a conscious effort to learn more about a particular individual or group
- Try not to deny difference by making statements such as, 'we all share the same values' or 'we are all on the same page'. Such statements suggest that you are not willing to acknowledge or address the reality of cultural differences
- Be careful when making jokes as humour may not translate well across cultures and may cause offence

Source: Jeremy Kourdi. 2015. The Big 100: The 100 Business tools you need to succeed. John Murray Learning.

Asking questions

Questions can be divided into two basic types: open-ended and closed-ended. Open-ended questions require detailed answers, whereas closed-ended questions can be answered with a simple yes or no.

'Do you think this policy is effective?' is a closed-ended question while 'What aspects of the policy are working?' is an open-ended question as it requires a more elaborate response.

Open-ended questions are useful for finding out about people's attitudes, thoughts and feelings while closed-ended questions are useful for gathering information and clarifying matters.

The following are some other questioning styles you can use for different purposes and results.

Type of question	Description	Example
Clarifying questions	When a respondent's answer is unclear, a clarifying question is designed to get a better understanding of the respondent's words, thoughts, concepts or ideas.	'Are you saying that this new policy works well for most staff members?'
Verifying questions	Provide an opportunity for the respondent to give evidence to support their ideas or claims.	'How do you know the new policy works well for most staff?'
Refocusing questions	Designed to refocus the respondent if they have gone off track, these questions restate the core question and usually start by acknowledging what the respondent has just said.	'I hear what you are saying about problems with the new technology, but can I bring you back to the key question, which is: do you think the diversity policy is effective?'
Adjoining questions	Used to explore related aspects of a problem that have been ignored in the conversation, such as how a concept might apply in a different context. They help the questioner gain a broader understanding.	'How effectively do you think this strategy would address that problem?'
Redirecting questions	Designed to gain different perspectives and enhance personal interactions, these questions redirect a respondent's thinking by asking a question in response to the question just asked.	'Why do you think that would solve this problem?'
Narrowing the focus questions	Used to limit the content of what is being discussed.	'You have mentioned multiple improvements that could be made across the organisation, but in relation to the specific policy we have been talking about, what do you think could be improved?'
Supporting questions	These questions are asked to link statements of inference, such as cause and effect, and provide respondents an opportunity to state their reasons for the labels, groups and classifications they have made.	'So, you are saying that you think that the diversity policy is working for women, but not if they work in a management position?'

Type of question	Description	Example
Recall questions	Recall questions encourage the respondent to expand on a previous statement. They allow the respondent to go into greater detail on a topic.	'You said before that the new policy works well for most staff members, but what do you think would make it more effective for all staff?'

Sources: https://majorium.wordpress.com/2011/12/01/seven-styles-of-questioning-that-sharpen-critical-thinking-skills/ https://hbr.org/2015/03/relearning-the-art-of-asking-questions

Example

Reviewing a diversity policy with staff

Jia has worked at Research to Market Solutions, a medium sized social and market research company, for 10 years. She was recently promoted and is now the manager of the company's IT team. The team comprises six staff.

In her new role as manager, Jia wants to be sure she understands the company's diversity policy that is relevant to her team. She finds the policy on the staff intranet hub, downloads and saves a copy, and finds a quiet room in the office to read through the document.

Jia announces at a regular staff meeting that she is interested in speaking with everyone in the team about their experiences and views of the company's diversity policy. She tells her team she is doing this because she thinks there might be room for improvements to the policy.

Three members of her team indicate that they would be interested in participating. Another member, Shea, emails Jia after the meeting and says he would also like to participate in a discussion with Jia but wants the details to remain confidential. Jia reassures Shea that any information he shares will be confidential.

When talking to her staff about the company's diversity policy, Jia demonstrates active listening by giving the person her undivided attention, paying careful attention to her body language, and encouraging them by making short comments such as, 'okay' and 'I see'.

When a member of her team asks Jia if she thinks she has ever been discriminated against at work, she replies in an open and honest manner. 'There have certainly been times when I have felt like I didn't really fit in,' she responds, 'but I'm not really sure why.'

Collecting information and data

If a policy aims to achieve an objective, how do you determine if the objective is being met?

You can use organisational data to determine some aspects of the effectiveness of a diversity policy such as how many staff come from culturally and linguistically diverse backgrounds and how many women are employed in management positions.

Other examples of data that can be gathered to provide evidence of the effectiveness of a diversity policy include:

- If the policy states that there should be respectful communication between the organisation and its customers, the business might survey customers, staff and other stakeholders to determine their level of satisfaction with communications with the company and identify work that still needs to be done.
- If an organisation wants to encourage inclusion, then staff may have the option to attend training. Data would show the numbers of staff attending and the frequency of the training. Staff might be surveyed to find out if the training was effective in changing attitudes and behaviour in workplace practices.
- If a diversity objective is to have a diverse workforce representative of the local community, then the employment statistics could be reviewed to measure the mix of staff. A more detailed analysis could look at recruitment procedures and practices, and examine the documentation and language used in advertising, interviews, selection and employment of staff.

Another way to gather data is to observe what happens in your work area. This can provide valuable, first-hand evidence of a policy in action. For example, you could pay attention to who attends important meetings, who is included in decision-making processes and who is invited to give feedback on the culture of the business and management styles. You could also observe how staff communicate with clients from different cultural backgrounds and countries. The information could be recorded in a checklist or report.

Depending on the type of data gathered, information or responses can be presented anonymously. Every organisation must comply with the requirements of the *Privacy Act 1988* (Cth) that covers collection of personal information from others, including information about staff and customers.

When evaluating data and observing staff in your work area, remember that building a diverse and inclusive workplace culture takes time. It is your job to identify potential improvements, rather than simply highlight shortcomings.

Practice Task 2

Question 1

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

a) Currency involves determining when the policy was last updated and whether it reflects the composition of the company's workforce. » Yes   » No

b) One measure of the effectiveness of a diversity policy is to determine if staff are generally happy at work. » Yes   » No

c) To assess the effectiveness of a diversity policy, companies need to collect and examine internal data. » Yes   » No

d) When gathering data about diversity and inclusion, be clear about the purpose and how the information will be used. » Yes   » No

e) Observing what happens in a work area can provide valuable information on the way people interact and make decisions. » Yes   » No

Question 2

Provide at least three reasons why a person belonging to a specific diverse group may not wish to participate in a review of diversity policy?

Question 3

Which of the following are effective communication techniques for gathering information from others? Tick all that apply.

◯ Face the person to show that they have your full attention.

◯ Prepare for an interview by making a list of what the person is likely to say based on your past experiences.

◯ Prepare for a meeting by making an effort to learn more about a particular individual or group.

◯ Adopt a non-judgemental attitude.

◯ Ask close-ended questions to obtain as much detailed information as possible.

1C Provide feedback and suggestions and revise diversity policy

Feedback on a policy review will usually be presented formally in a written format and/or oral presentation.

Stakeholders who provided feedback in the review process should be provide with a summary of the findings and action points of the review. Providing feedback might be via an oral presentation to senior managers with an accompanying written report. In some organisations, feedback may involve an email to staff summarising key issues, or by holding a meeting with external stakeholders. Check with a supervisor or manager if you are unsure of the requirements for providing feedback on policy documents in your organisation.

Collating the review report

The results from your policy review analysis will form the basis of your feedback and should include suggestions for improvements. This involves a sequence of examination, comparison and reflection. The following is an example of analysis of information collected from staff, from company data and through additional research into how other businesses manage diversity in their workplaces.

Examine each source of information separately and identify the most important issues and common themes.	• Feedback from staff indicates that while the policy has led to some practical improvements, promotion to leadership positions still feels unachievable to many staff from diverse backgrounds. • Company data indicates that since the introduction of the diversity policy, an increased proportion of women have been promoted to management positions but there has been no increase in the proportion of CALD and Aboriginal and Torres Strait Islander employees. • A new and innovative idea is the concept of 'covering' which is used to explain the pressure upon people from non-mainstream backgrounds to hide, or cover, their difference in the workplace[1]
Compare the issues and themes identified from each separate source. Consider if there are commonalities between the sources of information and if there are significant contradictions.	• Both staff feedback and company data indicate that the diversity policy is not leading to improvements for promotion for some diverse groups. • Company data indicates that since the introduction of the diversity policy there has been an increase in promotion of women, although staff are not aware of this according to their feedback. • Staff feedback indicates some employees feel they need to a fit a mould to be promoted to management.

<table>
<tr>
<td>Reflect upon what these commonalities and contradictions mean for the diversity policy. Consider whether the policy needs to be amended or updated, if there are improvements required and what is working well.</td>
<td>

The diversity policy is working well in terms of women in management roles.
The diversity policy needs to better meet the needs of employees from CALD backgrounds, especially regarding promotion.
The diversity policy needs to address the potential for 'covering', especially regarding promotion to management positions.
The diversity policy needs to better address the low proportion of Aboriginal and Torres Strait Islander staff.

</td>
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</table>

[1]Source: https://www2.deloitte.com/content/dam/Deloitte/us/Documents/about-deloitte/us-about-deloitte-uncovering-talent-a-new-model-of-inclusion.pdf

Identify areas for improvement

Prepare suggestions for new and innovative work practices and processes relevant to diversity and inclusion to improve the policy. For example, how have other businesses:

- improved their cross-cultural communications
- addressed complaints and disputes
- attracted people from under-represented groups
- supported employees from marginalised backgrounds
- made people with disability feel welcomed.

You could gather this information from a range of different sources including:

- journals, bulletins, newsletters, blogs and podcasts put out by peak bodies and experts in relevant fields
- professional conferences where presenters discuss new and innovative practices in their field, sector or setting
- networking events and communities of practice where people might share information about new and innovative ideas.

Making a convincing argument for change

If you are suggesting changes to work practices, you may need to consider how to convince your colleagues to accept your ideas. For example, you may need to convince senior managers that your ideas are worth incorporating. One way to do this is to demonstrate how improvements to the diversity policy are linked to organisational goals, will benefit productivity, or will contribute to the business's competitive advantage.

For example, if a company goal is to create a safe and healthy workplace for employees, you may show the levels of satisfaction and time off work for particular groups or demographics, such as women with children or staff with caring responsibilities, and compare these statistics with the staff as a whole. The relationship between this feedback and the organisational goal needs to be made clear.

All proposed changes must follow workplace guidelines as, if guidelines are not followed, you may be breaching the law or promoting unlawful practices. Legal compliance is the greatest area of risk when dealing with staff-related changes. For example, asking staff to work longer hours or to move to another location needs to be done through consultation and with good reason in order to meet employee rights under the *Fair Work Act 2009* (Cth).

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

Reporting on feedback

A report based on a policy review may be required.

A written or oral report that outlines feedback and suggestions could have a range of different purposes including to:

- inform a work team about the findings of a consultation or feedback process
- provide information to management so they can make informed decisions
- highlight risks and concerns relating to a policy.

The following are some examples of information that could be included in a report.

Purpose	How to present information
Inform a team about the findings of a consultation process	▪ Explain the purpose of the consultations. ▪ Explain who participated in the consultations. ▪ Outline the findings from the consultations. ▪ Describe the implications of the findings.
Provide information to management so they can make an informed decision	▪ Describe the background to the decision. ▪ Describe the different options, including the preferred option. ▪ Outline the benefits of the preferred option. ▪ Explain what the managers need to do next.
Highlight risks and concerns relating to a policy	▪ Describe the background to the policy and potential risks and concerns. ▪ Describe each risk and concern relating to the policy. ▪ Outline recommendations to address risks and concerns.

Other common recommendations about the policy might be that:

- the language needs to be clearer
- definitions of terms need to be updated
- it was too ambitious and consequently unrealistic
- it was not ambitious enough, so that targets have been met well before deadlines
- it needs to incorporate a new initiative
- it requires input from a cultural or disability or LGBTIQ+ organisation.

Example

Provide feedback and suggestions

Research to Market Solutions requires managers to provide feedback and suggestions in the regular management meeting.

Jia is preparing her notes for her presentation. She contacts the person responsible for the agenda, requests a time slot and provides a brief outline of the issue she would like to discuss.

On the day of the meeting, Jia is feeling anxious. This is the first time she has presented at the management meeting. When the time comes for her to speak, she uses a calm and objective tone. As some of the managers are unaware that she has been reviewing the diversity policy, Jia provides a brief background to the task. She then provides a summary of the information she has collated.

As she speaks, Jia makes eye contact with the other managers and refers to her notes only briefly. As the management team is extremely busy, she makes sure she sticks to the time limit for her agenda item.

Incorporate improvements

Once you have evaluated and discussed feedback, it may be necessary to implement improvements to change work practices.

Sometimes the objective of an improvement is to prevent an issue from reoccurring. Therefore, you must identify and address the root causes of the issue to understand where to direct your time and effort.

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.

Here are some examples:

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 stress placed upon teams due to overly short deadlines or insufficient 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 other people 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 eight workers in a contact centre that is composed of a wide mix of people from various cultural and social backgrounds. Recently the team have been experiencing a lot 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. Two team members said they felt uneasy around one particular worker however most 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 work at the contact centre, they are given only a brief amount of information about cultural diversity and the high value the organisation places on its diverse workforce.

Revising a diversity policy

Once feedback and suggestions have been provided, you may be asked to revise the policy alone or as part of a team.

Identify how the policy might be improved to better meet the objectives of the organisation. Identify where changes need to be made such as removing statements, editing language and tone and updating references to other company documents such as code of conduct or recruitment policies. Several drafts may be required before a final draft can be distributed to other stakeholders for comment, negotiation and collaboration. For example, the human resources department would need to review aspects of a policy if recommendations involved alterations to staff leave entitlements or other work conditions.

During a revision, ensure any changes align with organisational goals and reflect the current composition of the workforce. If required, revisions should be able to be supported by training to address the need for awareness-raising relating to challenges faced by diverse groups in the workplace.

A final version of a policy document needs to be distributed to the stakeholders involved in its development for final review and comment before being ratified as the final version. A final version may be sent by email, using a shared cloud application or posted on the intranet for comment. The document may include supporting documentation such as the company's code of conduct, or other related policies such as the complaints procedure for investigating a discrimination or harassment claim.

Example

Comments on inclusivity

Jia identified in her review that the most commented on aspect of the diversity policy was the use of biased language. Staff noticed that in several places the language used was not inclusive and indicated that the company valued people differently based on their gender and sexual orientation. In several places in the policy, statements referred to information about gender that was not relevant. Jia made the following comments in the document and sent it out to the rest of her team for feedback:

Avoid using he/him or she/her by using plural pronouns or other nouns such as they/them, the manager, or the doctor.

Avoid asking about a person's husband/wife or girlfriend/boyfriend. Saying partner instead can avoid making people feel left out or embarrassed.

Revise wording so that gender is not an issue; for example, 'each staff member should sign their timesheet', rather than, 'each staff member should sign his timesheet'.

Do not use broad categories to describe groups of people. Terms such as the gay community exclude the possibility of differences within these wide definitions. They also focus on one characteristic that the individuals themselves may object to being categorised by.

Practice Task 3

Question 1

Identify two suitable methods for different stakeholders to provide feedback and suggestions for improvement to an organisation's diversity policy.

Question 2

Which of the following statements relating to revising a diversity policy and incorporating improvements are correct? Select yes or no for each one.

a) Reflecting on the commonalities and contradictions in feedback collected from staff may determine if improvements are required.   » Yes   » No

b) The time taken for the policy review can be reduced by limiting the number of stakeholders who review the summary of the findings and actions of the review.   » Yes   » No

c) Suggestions about new and innovative work practices can be found by researching the ways other businesses do things.   » Yes   » No

d) Putting a case forward to change a policy includes describing how the improvements will benefit the business.   » Yes   » No

e) The root cause of diversity issues is discrimination by staff members.   » Yes   » No

Summary

- A diverse workforce has employees from different backgrounds who identify with different communities and groups.
- Organisational diversity policy is designed to promote respect for difference and attempt to ensure workplaces are inclusive to everyone, regardless of their background or how they identify.
- Diversity brings a range of benefits and competitive advantages for organisations including increased levels of innovation and physical and mental health benefits for staff.
- When reviewing an organisation's diversity policy, talk to your colleagues about their opinions, views and experiences of the policy.
- When interacting with diverse people, asking open-ended questions, and drawing upon the skills of active listening, will help you build rapport.
- Collating information and ideas from various sources involves a process of examination, comparison and reflection.
- When providing feedback on a diversity policy in a written or oral format, follow your organisation's processes and procedures.

Learning Checkpoint 1
Review diversity policy
Read the case study, then answer the questions that follow.

Case Study

Mariska works for a business that provides housing support to people in the outer-east suburbs. The organisation has a board of management that Mariska reports to once a month. Over the years, the organisation's client base has changed quite dramatically. In the past clients were predominantly white, middle-aged men but now are a mix of younger and older women, single-parent families, people with disabilities and multi-generational families from culturally and linguistically diverse backgrounds.

Being one of only two staff members who come from a non-English speaking background, Mariska feels that the organisation should employ people who represent the clients they work with. This need has become more apparent in recent weeks when many new clients arriving at the centre have declined to participate in group activities. On further questioning, clients said they were reluctant due to the staff members being male and it being inappropriate for women to interact with men in these ways.

1. Suggest two possible locations for Mariska to find and review the organisation's diversity policy?

2. Identify two issues that Mariska wants to see addressed in her organisation's diversity policy.

3. Suggest at least two ways Mariska can assess if the organisation's diversity policy is current and effective?

4. Mariska has identified two areas of the diversity policy that can be improved. Which of the following are ways she can provide the board of management with feedback and suggestions for improvements? Tick all that apply.

    ○ Gather information from peak bodies and experts to support her argument.

    ○ Prepare a presentation identifying the benefits diversity can bring to the organisation.

    ○ Include the feedback statements gathered from stakeholders in a report.

    ○ Provide information the board can use to make an informed decision.

    ○ Provide examples of statements from clients to help her argument for change.

5. Briefly outline five benefits and competitive advantages of a diverse workforce Mariska could refer to in the review report to the board.

Topic 2 | Foster respect for diversity in the work team

2A   Identify training needs to promote respect

2B   Identify staff who need additional support

2C   Address workplace diversity complaints

2A Identify training needs to promote respect

Implementing diversity and inclusive practices requires more than reading a set of policies.

In order to build respect for diversity in the workplace you need to promote and develop skills in the workforce such as accepting and valuing difference, having mutual respect and healthy communication, and understanding appropriate ways to behave and interact. Arranging interesting and challenging training programs is a good way of doing this.

A review of a diversity policy will usually result in recommendations and suggestions for improving work practices. Analysis of the policy may have found one of more of the following:

Analysing staff performance	Barriers exist to the acceptance of others or to knowledge about the benefits of diversity. Does not align with the company's diversity objectives and values.
Using benchmarking practices	Does not meet best practice in comparison with the performance of other companies in the same industry. Staff satisfaction surveys indicate a culture of respect and inclusiveness.
Communications with staff	Under-represented staff identified work practices that need to be improved such as induction processes and removing blocks to their career and employment ambitions.

This information can be used to identify the training needs of a team or work area.

Types of training

Training options differ depending on the resources available, numbers of staff and the type of training required. There are many options available, although some topics or issues are sensitive and it may be more suitable to engage an external specialist/trainer. Training activities may require active participation from staff, such as role-play, acting-out scenarios and practising communication skills in interactions with others. Training sessions should allow time for questions to confirm understanding of, and compliance with, the company's diversity policy.

Some examples of different types of training are listed below:

Cultural competence

Cultural competence training can be general or specific. It encourages the ability to understand, communicate with and effectively interact with people from different cultures. Staff may need skills training to interact effectively with people of different cultures and socioeconomic backgrounds.

Equal opportunity

Equal opportunity training focuses on reducing an organisation's risks of claims for sexual harassment, bullying and bias. It can be used to help staff explore strategies for ensuring everyone has equal opportunities in the workplace and are not discriminated against or treated unfairly because of race, age, sexuality or gender, or any other personal characteristic protected by law.

Workplace bullying

Workplace bullying, discrimination or harassment training informs employees about what is unacceptable behaviour in the workplace. It also covers the consequences of this behaviour according to organisational policies and procedures, which are underpinned by relevant legislation.

Grievance management

Employees need to know how to make a complaint about alleged discrimination, harassment or bullying. Managers and HR team members are required to understand the workplace's grievance and dispute-handling procedures. Training may also include how to identify grievances before they have been formally lodged.

Recruitment and selection

Recruitment and selection training emphasises the need for non-discriminatory practices during this process. Strategies to avoid both indirect and direct discrimination should be explored.

Human rights

Human rights training focuses on human rights legislation and people's rights and responsibilities.

Different methods of training may include:

Type of training	Description	Example
E-learning	Online courses that employees complete in their own time. E-learning courses can help employees with skills such as understanding and navigating cultural differences.	A two-hour online course that that outlines types of diversity and key features of effective cross-cultural communication.
Short course training	Workshops or short courses delivered in the workplace or at an external venue.	Training delivered to a work team by specialists on the positive impacts of inclusion on work practices and environments.
Team building exercises and activities	Personal interactions with a work team as a group.	Team building activities that aim to strengthen team trust and enhance communication. Sessions run over several weeks working on the values of the team and different communication styles.
Coaching and mentoring	Personal interactions between a more senior and experienced staff member and another employee.	One-on-one meetings arranged fortnightly over a 6-month period. Sessions involve setting goals to improve relationships and measures of success for improvements.

Many diversity training courses are offered by commercial companies, peak industry bodies and State and Territory governments across Australia. Here are a couple of suggestions:

Diversity Council of Australia (DCA): aspirelr.link/dca-learning

Fair Work Australia: aspirelr.link/fairwork-diversity-discrimination

Changing behaviour

Diversity training can be used to change people's attitudes or to enhance their knowledge.

Diversity training that aims to change people's attitudes can also affect future behaviour.

Type of training	Description of training
Perspective-taking	• Training that encourages people to 'walk in someone else's shoes'. • This encourages people to imagine the challenges faced by marginalised groups such as people with a disability.
Goal setting	• Training that involves people setting specific, measurable and challenging goals related to diversity. • For example, setting a goal to challenge stereotypes and providing guidance on how to do this effectively.

Source: https://hbr.org/2017/07/two-types-of-diversity-training-that-really-work

Perspective-taking strategies

Perspective-taking strategies can be a part of training to improve awareness of the challenges experienced by people from a diverse group.

The following table outlines some important things to do, and not to do, when using perspective-taking strategies.

Do	Don't
✓ **Share resources and encourage every member of your team to do the same.** You could share books, website links or documentaries that describe the challenges faced by diverse groups. ✓ **Encourage your team to attend professional events that promote understanding of challenges faced by diverse groups.** ✓ **Promote opportunities for all members of your team to improve or enhance empathy.** Empathy is an emotional response that enables one person to connect with another through feelings of compassion and concern. Empathy is key to effective perspective-taking. ✓ **Support team members to talk about any bias or discrimination they face at and outside of work.** Silencing discussions about bias and discrimination, whether it occurs at work or outside of work, can make people feel isolated and disengaged.	✗ **Single out people to share their experiences.** This is likely to make people feel uncomfortable by drawing attention to their difference. You are also making an assumption that the person wants to share their experiences or has had the types of experiences you want to draw attention to. ✗ **Generalise.** Although some groups face common challenges, not everyone from that group will face the same challenges or be affected by them in the same way. ✗ **Assume that you know what it is like to be a member of a marginalised group.** Even if you yourself are from a marginalised group, your experiences are very unlikely to represent the experiences of everybody from that group.

Source: https://hbr.org/2017/07/people-suffer-at-work-when-they-cant-discuss-the-racial-bias-they-face-outside-of-it

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Example

Identify training needs to promote respect

Jia wants to identify the training needs of her team, specifically relating to respect for difference. She begins by carefully considering the performance of each team member.

Most members of Jia's team have a positive attitude towards diversity, but their behaviour sometimes suggests that they do not fully understand how to put themselves in 'someone else's shoes'.

Jia looks at the websites of three other companies that are similar to *Research to Market* Solutions and sees that one company has recorded significant progress in increasing staff and client satisfaction. A case study on the company's website highlights the benefits of cultural competency training. This improved the way staff members interacted with each other and with clients.

Based on this analysis, Jia has a conversation with her team about their training needs. She asks them how they feel about cultural competency training and perspective-taking strategies and whether they think it would benefit them. She asks them to reflect upon the benefits of this type of training for their career ambitions and aspirations.

Practice Task 4

Question 1

Which of the following can be used to identify staff diversity training needs? Tick all that apply.

○ Speaking with past employers to discuss the employee's experience with inclusion.

○ Asking staff to complete personality testing to understand their attitudes to diversity and inclusion.

○ Discussing employment ambitions with individual staff members to determine any gaps and barriers that need to be addressed.

○ Examining employee performance by measuring it against the diversity values and goals of the organisation.

○ Examining the performance of other companies in the same industry to identify best practice.

Question 2

Suggest three ways that perspective-taking strategies can be used in training to increase staff awareness of the challenges experienced by people from diverse groups.
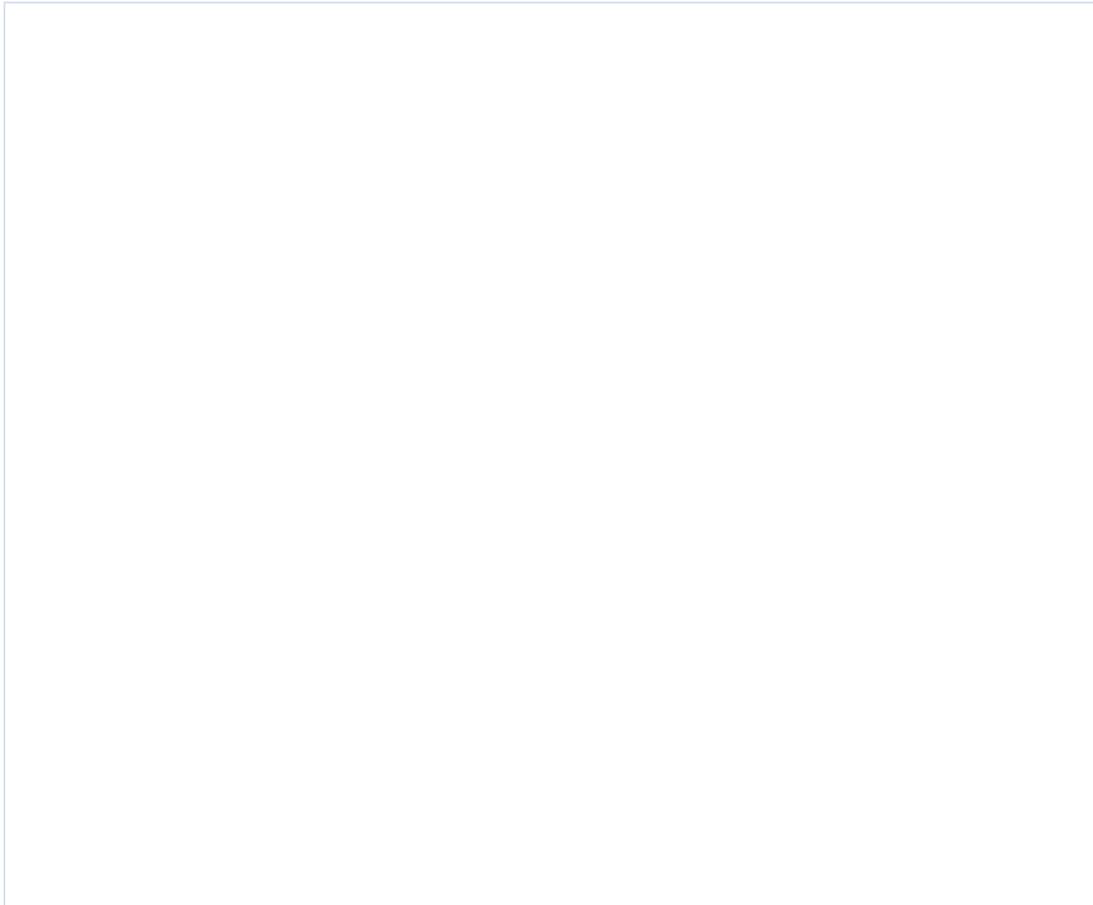
2B Identify staff who need additional support

There are a variety of reasons why some staff struggle with diversity.

In some circumstances, staff may not be convinced that diversity initiatives and strategies lead to meaningful change, or they may not accept the importance or value of diversity strategies in the workplace. These behaviours often come from lack of knowledge, experience or understanding of the issues, and may also mean they have not considered the benefits diversity brings to a workplace.

Indications an employee may need additional support might include:

Frustration	Expressing or demonstrating frustration with colleagues or clients from diverse backgrounds. For example, showing frustration with clients whose first language is not English, or irritation with colleagues who think differently to them.
Hostility	Expressing the opinion that a colleague or client cannot be trusted because they are, 'not like the rest of us' or 'don't know what they are doing'.
Resistance	Resisting participating in diversity training, activities or strategies on the basis that they do not need it, agree with it or believe it is worthwhile.
Use of stereotypes	Expressing a fixed understanding about a group of people and applying that fixed understanding to all members of that group.
Blaming the victim	Justifying personal bias and discrimination by referring to the real or imagined characteristics of marginalised groups such as saying, 'if they stopped complaining, people would probably accept them'.

Sources: https://www.fraserdove.com/challenges-of-diversity-in-the-workplace/; https://journals.sagepub.com/doi/full/10.1177/2158244012444615

Strategies to improve awareness

Ideally all staff would achieve some level of cultural competency to better understand, communicate and interact with people across different cultures. A culturally competent individual is likely to have:

- a strong understanding of how their own culture shapes attitudes, perceptions and behaviours
- a willingness to learn about other people's cultures and background
- specific knowledge of the language, customs and values of particular cultures

- the skills to feel comfortable and communicate effectively with people different from themselves
- an unwillingness to stereotype individuals from certain cultures or ethnicities.

Measures to support staff

All measures to support staff must align with your organisation's policies and procedures.

- Arrange meaningful and targeted training sessions or programs that include activities involving perspective-taking strategies.
- Remind staff members of company values and policies, as well as conditions of employment such as abiding by the company's code of conduct or diversity policy.
- Provide staff members with opportunities to work on mutual goals in diverse teams. This will help provide experience and insights into people who are different from themselves.
- Organise coaching or mentoring for employees to reinforce positive work practices through encouragement and reward.

Example

Identify staff who need additional support

Edo is a member of Jia's team. He is friendly, hard-working and a great team player.

Edo is working with a client based in another country whose first language is not English. Jia has noticed that Edo often appears uncharacteristically frustrated after finishing a call with the client.

Jia asks Edo how the relationship is going. 'He's difficult to work with,' Edo says. 'He can't make a decision. But that's just what people from his country are like.'

Jia asks Edo to come into her office for a moment for a private conversation. She reminds him of the company's diversity policy and specifically the guidance around avoiding stereotypes. Edo looks confused and upset. 'I spoke without thinking,' he says. 'I'm sorry.'

Practice Task 5

Question 1

Which of the following signs may indicate staff need support to work with diversity? Tick all that apply.

○ Being frustrated when listening to instructions from a colleague whose first language is not English.

○ Showing anger when a colleague from a different cultural group does not use the correct safety gear.

○ Not wanting to participate in diversity training because they believe they do not need it.

○ Making comments that all people from a particular ethnic group behave in the same way.

○ Resisting working with others on a project because they are impolite and lazy.

Question 2

Describe three strategies that can be used to support staff who may be struggling with diversity.

2C Address workplace diversity complaints

In a diverse workplace, people will have a range of different values, beliefs and opinions.

Differing viewpoints are not inherently a bad thing. In fact, when people work together in a respectful manner, exploring their differences can lead to the creation of new and innovative ideas.

However, in some circumstances a lack of respect for diversity can lead to conflict and might provide the basis for unacceptable or unlawful behaviour. This could include discrimination, harassment or bullying and organisations must provide staff with an avenue for making complaints about a lack of respect for diversity in the workplace.

Key terms

Several key terms are critical to an understanding of complaints relating to diversity.

Discrimination	• Treating an individual or group less favourably than another individual or group because of their background or personal characteristics.
Direct discrimination	• Treating a person who belongs to a specific group less favourably than a different person would be treated in similar circumstances. For example, an employee's application for promotion is turned down because their manager thinks they are too old to manage the role.
Indirect discrimination	• An unreasonable circumstance or policy that applies to everyone but has an unfair effect on people who share a particular attribute. For example, if the only way to enter an office is by a set of stairs, this indirectly discriminates against people who use wheelchairs as they would be unable to enter the office.
Workplace bullying	• Workplace bullying is repeated behaviour that hurts, harms or humiliates another person either physically or emotionally. For example, constantly belittling someone, laughing at their work or calling them derogatory names could be considered workplace bullying.
Workplace harassment	• Behaviour that intimidates, humiliates or offends a person based on their race, age, gender disability, religion or sexuality. For example, telling offensive jokes about an ethnic group or sending sexually explicit text messages to another person could be considered harassment • Sexual harassment and harassment of a person with a disability are against the law.

Human rights	- Human rights acknowledge the fundamental value of every person, regardless of their background, where they live, what they look like and what they think or believe. - In Australia, human rights are protected through a range of laws at the national and state/territory levels and in the Australian Constitution. *The Australian Human Rights Commission Act 1986* (Cth) incorporates a range of conventions and declarations including the Convention on the Rights of Persons with Disabilities and the Convention Concerning Discrimination in Respect to Employment and Occupation
Equal opportunity	- When people are given equal opportunity they can participate freely and equally in various aspects of public life including the workplace, in education and when accessing goods and services. - In Australia, numerous federal laws are designed to ensure equal opportunity in the workplace including the *Fair Work Act 2009* (Cth). and the *Equal Opportunity for Women in the Workplace Act 1999* (Cth). Individual states and territories also have legislation designed to ensure equal opportunity

Federal legislation

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

Federal legislation protects employees from discrimination based on their:

- race or skin colour, national or ethnic origin or immigrant status
- sex, pregnancy or breastfeeding status
- age
- disability
- sexual orientation, gender identity or intersex status.

The main pieces of legislation which relate to diversity and inclusion are the Australian Human Rights Commission Act 1986, *Equal Opportunity Act 2010* (Cth) and the *Disability Discrimination Act 1992* (Cth).

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

Australian Human Rights Commission Act 1986

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 against people with physical, mental or intellectual impairments and disabilities.

Equal Opportunity Act 2010

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

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

Racial Discrimination Act 1975

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

Sex Discrimination Act 1984

Aims to protect people from unfair treatment based on 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.

Privacy Act 1988

Covers requirements relating to personal data including secure storage of information, sharing information with others, requesting clients or customers to provide information about themselves and providing information on the length of time that personal information can be stored.

Fair Work Act 2009	

> 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 being free from bullying and harassment.

Many government organisations, such as the Human Rights Commission, provide businesses and employer networks with factsheets and toolkits on discrimination and ways for business to promote diversity: humanrights.gov.au/education/employers

State and territory laws

Equal employment opportunity (EEO) has been embedded into Australia's anti-discrimination legislation for the past 30 years.

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

It is unlawful to discriminate against any people or groups because of	- 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 for 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 someone, as a result: • 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, 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 might make could include changes to policies, working practices, physical layout of a building or providing additional support.

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

Person who is blind or visually impaired	• Adaptive technology such as Braille notetakers, additional software for mobile devices. • Magnifier or screen readers for computers, large print keyboards, high contrast, increased font sizes, GPS systems. • Braille signage for 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 noise. - 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 space for movement, the ease of door opening and so on.
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 and software to synthesise speech from text.
Person with a mental illness	- Support to ensure the demands of the job are suitable for the position and clarifying job roles and expectations. - Open communication. - Access to flexible working hours or working remotely.

Example

Extract from a code of conduct policy

Acceptable workplace behaviour:

BizOps takes pride in being culturally diverse and in treating all people with dignity and respect, whether they are colleagues, clients, or others. Unlawful discrimination, harassment of any kind, bullying or victimisation or any 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 every employee's responsibility to ensure 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.

Managing tensions

Sometimes there are tensions and issues between people who see themselves as different from one another.

Conflict can arise in a workplace for a variety of reasons. It might be due to a lack of cultural awareness or it could be deliberate behaviour or actions intended to hurt or upset someone. This could be due to an ongoing personal issue or a world event might create tensions between staff from different backgrounds.

Issues can arise because of poor or miscommunication. This could be because a team member:

- does not understand another person because they have an accent, are softly spoken or have poor spoken English
- interprets directness as aggression or indirectness as evasiveness
- has a different sense of humour or laughs when nervous. This could be interpreted as being dismissive or failing to take a matter seriously
- becomes annoyed with a person who always needs to be shown how to do something rather than working it out for themselves
- is frustrated by always having to watch what they say in case they make a comment that is unintentionally offensive to another person
- attempts to win a difference of opinion by arguing, rather than through an exchange of views in a structured discussion.

When conflict occurs the manager should listen to each party and negotiate a solution, as unresolved and ongoing conflict can lead to poor team morale and an uncomfortable workplace. There are several ways to get affected employees together to informally discuss and work out a solution, including:

- A private meeting can provide an opportunity to air differences, understand each other's points of view, and come to an agreement. This can be done in a safe environment where the team leader acts as mediator and helps the parties find common ground or a way to move forward.
- Staff meetings can be used to discuss tensions and to enable the team to work together to solve problems that affect the work area.
- Informal opportunities for discussion are useful, as they may defuse a situation and stop a small difference from escalating into a bigger issue.

Handling complaints and allegations

Most organisations have a formal employee complaint procedure.

Typically, the first step in any complaint procedure is the initial contact when the person making the complaint or allegation reports it to an appropriate person, such as their line manager. The next step often determines if the resolution will be early or formal.

Early resolution	• The complainant agrees to a mediated conversation with the respondent; that is, the person they are making a complaint about. • The available information indicates the complaint arose from a misunderstanding or miscommunication. • The behaviour that is the subject of the complaint is not considered serious according to the organisation's policy.
Formal resolution	• The complainant wants to proceed to a formal complaint. • Formal resolution is determined to be the most appropriate step.

Source: https://humanrights.gov.au/sites/default/files/GPGB_good_practice_guidelines_0.pdf

Typically, the procedure for formal complaints involves:

- obtaining information from the complainant
- advising the respondent of the complaint
- assessment of the information by an appropriate person within the company; for example, an equal opportunity officer
- determining the appropriate action/s.

Source: https://humanrights.gov.au/sites/default/files/GPGB_good_practice_guidelines_0.pdf
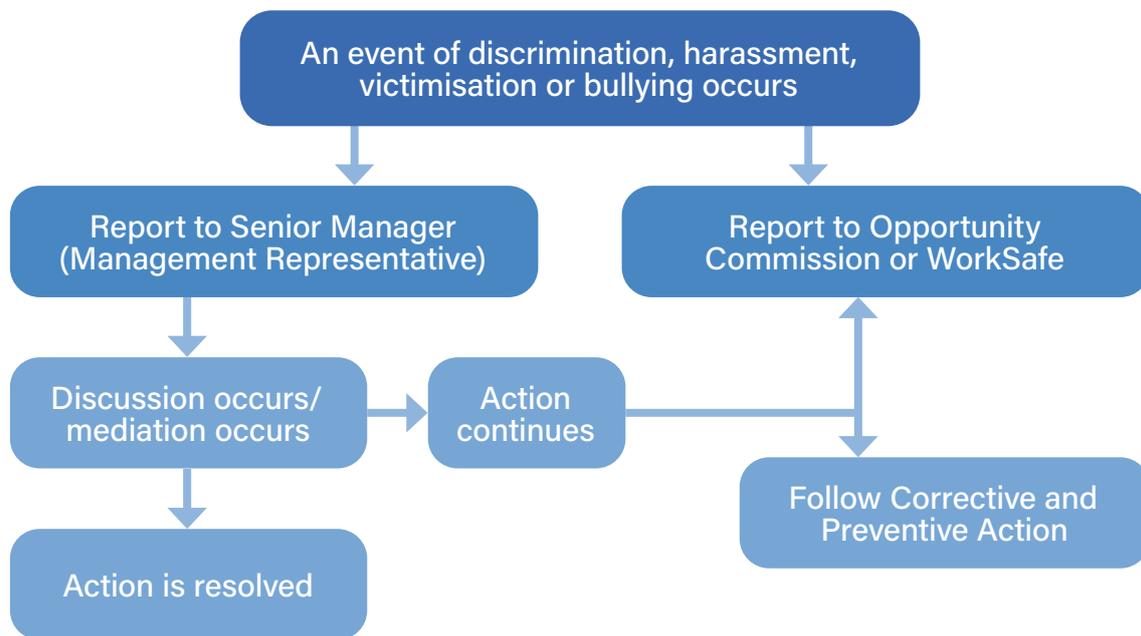
It is the team manager's responsibility to ensure they understand and follow the company's policies and procedures, as well as relevant legislative requirements, when handling complaints.

If you are not sure about how to apply a company policy or procedure, or the relevance of specific legislation to a complaint, you will need to seek advice from a relevant person within your organisation.

Taking corrective and preventative action

The outcomes of an allegation or report might be:

- an apology
- agreement for the action to cease
- acceptance of training
- changed arrangements
- disciplinary action procedure.

```
An event of discrimination, harassment,
victimisation or bullying occurs
```

```
Report to Senior Manager          Report to Opportunity
(Management Representative)        Commission or WorkSafe
```

```
Discussion occurs/      Action
mediation occurs        continues
```

```
                                   Follow Corrective and
                                   Preventive Action
```

```
Action is resolved
```

Example

Address workplace complaints

Zan is a member of the team that Jia manages. Zan identifies as gender expansive and uses the pronouns them and they.

During a private meeting with Jia, Zan says that they would like to make a complaint about Franklin, the manager of another team. Zan explains that when they were attending a meeting, Franklin repeatedly refused to use the pronouns that Zan requested he use and insisted on calling them she and her.

When Zan got upset about Franklin's behaviour he told them to, 'toughen up'.

'He told me if I want to be a man, I should behave like one,' Zan explains to Jia. 'I felt humiliated.'

Jia follows company policy: she listens to Zan's complaint and does not form a view about the merit of the allegation. She informs Zan about the company's complaint process and reminds them about the Employee Assistance Program (EAP). This is a free phone-based counselling service available to all employees at *Research to Market Solutions*.

Practice Task 6

Question 1

An applicant for a position is told that her application has been unsuccessful because the employer wants more males in the workplace.

» What legislation has been breached in this scenario?

» What form of unlawful discrimination has taken place?

Question 2

A person with a disability applying for a position is told they need a driver's licence even though it is not a requirement of the job.

» What legislation has been breached in this scenario?

» What form of unlawful discrimination has taken place?

Question 3

An applicant for a position is told that his application has been denied because he is too old.

» What legislation has been breached in this scenario?

» What form of unlawful discrimination has taken place?

Question 4

Draw a line to match each term relating to legislation on the left with its description.

» Human Rights	» Ensures that the job recruitment and selection process is fair, and that workplace outcomes with respect to supervision and management are not biased.
» Racial discrimination	» Covers most forms of discrimination not included in the other Acts, including discrimination based on criminal records, marital status, medical records and so on.
» Equal employment opportunity	» Covers discrimination based on race, colour, descent, national or ethnic origin and association with people of a particular ethnicity.

Question 5

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

a) Most organisations have established policies and informal and/or formal procedures for handling employee complaints. » Yes » No

b) To process a formal complaint, you will need to obtain information from the complainant and decide what actions are required. » Yes » No

c) An early resolution can be achieved by having the complainant agree to a mediated conversation with the respondent to discuss the issue. If the information indicates the complaint has merit and the behaviour is discriminatory, then the complaint can be resolved by having the respondent apologise. » Yes » No

d) Employees may make complaints relating to diversity based on hearing offensive jokes, language or comments in the workplace or by seeing inappropriate images in the workplace such as screen savers or posters in workspaces. » Yes » No

Summary

- A variety of approaches can be used to identify the training needs of staff including analysing employee performance and using benchmarking practices.
- Training relating to personal interactions is especially important for promoting respect for diversity in the workplace.
- Two types of diversity training that have been shown to be effective for changing behaviours include perspective-taking strategies and goal setting.
- Signs that staff may need additional support when working in a diverse workforce include frustration, hostility and resistance.
- Federal legislation in Australia protects employees from discrimination based on a range of characteristics including race, sex, age and disability.
- Managers and team leaders need to respond appropriately and effectively to all employee complaints, although not all complaints will amount to discrimination.

Learning Checkpoint 2
Foster respect for diversity in the workplace

Part A

1. Draw a line to match each legislative act to the example where it applies.

    » Age Discrimination Act 2004

    » Zohra, 33, works at a real estate agency with her colleague Arina. During their lunch breaks, the two will catch up on their personal lives, often switching between English and Farsi. The agency director finds this offensive and specifies that English must be spoken at all times, even during breaks.

    » Disability Discrimination Act 1992

    » Martha, 50, is looking for a marketing job. She sees one that she thinks would be perfect for her but then realises they are looking for candidates to join a 'young, energetic and outgoing team'.

    » Racial Discrimination Act 1975

    » Colin, 21, applied for a telemarketing job. During the interview, he mentions his mobility issues which mean he needs to wear a headset. The recruiter immediately expresses concern.

Part B

Read the case study, then answer the questions that follow.

Case Study

Jacinta, an electrician with over 10 years' experience, was recently hired by a residential construction company. Being easy going, Jacinta gets on well with all her colleagues except for her supervisor, Rocco. It seems that at every opportunity Rocco makes lewd remarks about Jacinta's appearance and he always ask her to fetch him a coffee, regardless of whether she is busy or not. She continuously asks him to stop making such comments and to treat her with the same respect as all the other employees. Rocco's response is always the same, 'that's why women don't belong on a work site.' After three months of this behaviour, Jacinta has decided to make an official complaint.

1. Identify two signs that indicate that Rocco is struggling to work with diversity?

2. Suggest two measures, including a training option, that the organisation should take to support Rocco in this situation?

3. What processes or procedures should her organisation follow after receiving Jacinta's complaint? Number each step from 1 to 5 in the order the company should take.

    ◯ Decide on actions, this may include proceeding to a formal complaint.

    ◯ If a formal complaint is made, formal resolution procedures will need to be applied.

    ◯ Receive the complaint and obtain all information from Jacinta.

    ◯ Have an appropriate person within the company assess the information.

    ◯ Advise Rocco that a complaint has been received about him.

4. List three laws that Rocco's behaviour and actions breach.

Topic 3 | Promote the benefits of diversity

3A   Promote and support organisational efforts to champion diversity

3A Promote and support organisational efforts to champion diversity

Leaders should take action to promote diversity both within and beyond their organisation.

The benefits of workforce diversity should be promoted not just to the team, but to the whole organisation and external stakeholders.

The benefit to staff, and the commercial value to an organisation from having a diverse workforce, is one of the drivers used to promote diversity practices. The following is a short summary of some of the competitive advantages a diverse workforce can bring that were discussed in Topic 1.

- Businesses are more flexible and adaptable to change.
- The need for complaint or conflict resolution processes or legal mediation is reduced.
- Staff can provide insights and access to overseas markets.
- There are improved physical and mental health benefits for employees.
- Staff share their ideas because they feel supported to do so.
- Wider range of people applying for positions and the increased likelihood of finding suitable candidates.
- Improvements to customer service as staff understand and represent the customers they serve.
- Staff with a wide range of experience, insights and opinions.
- Increased resources from having staff who speak other languages or understand cultural interactions with overseas companies.

A diverse workforce can bring talents and skills that provide commercial benefits. Additionally, positive staff relationships create harmony and make employees feel welcome and valued.

Developing processes to demonstrate benefits

To help bring about long-term cultural change, a manager can incorporate diverse viewpoints into decision-making activities to demonstrate how the input has benefited projects, another department or the organisation. This could be by asking for input from people with special insights or expertise, or inviting them to participate in a meeting making decisions about:

- recruitment, promotions and awards
- professional development and training

- the strategic directions of the company
- allocation of staff to projects.

Developing processes and practices for sharing the input of diverse or under-represented groups is one way to promote the benefits of diversity with others. To do this you may need to have processes in place for:

- keeping a record of the benefits of diversity within your own team
- collecting data to evaluate diversity strategies and initiatives
- generating case studies from different teams and work areas that highlight learnings about diversity and inclusion
- asking for input from the team about the benefits of diversity and sharing this information
- regularly reviewing industry and expert sources for new ideas about workplace diversity and inclusion
- keeping track of what other companies are doing in the diversity and inclusion area.

Promoting benefits inside the organisation

Communication about the diversity policy is essential if staff are to behave in the manner required of them. To effectively build a culture of inclusive behaviour, leaders in an organisation need to show the way by role-modelling the desired behaviours and taking actions to encourage change and improved working relationships.

The following are examples of how a manager can use interactions with staff to demonstrate and communicate their commitment to diversity.

- Arranging meetings to discuss satisfaction with job roles.
- Directing new employees to the diversity policy and referring to it frequently.
- Using staff meetings to clarify the organisation's goals and each employee's responsibilities to help meet those goals.
- Sending weekly messages outlining examples of diversity contributions made by staff to encourage others in the team.
- Arranging for posters and notices on important information to be translated into relevant community languages.
- Inviting guest speakers to address staff on the barriers faced by refugees and asylum seekers.

Team leaders can model cultural competence to demonstrate the practices and behaviours they want to encourage in others. Through modelling, you can show staff how to:

- empathise with people

- help others
- respect the opinions and needs of others
- observe cultural customs.

Modelling diversity might include:

- encouraging attendance at social functions including inviting families
- arranging for collaboration sessions to share ideas
- treating everyone equally and encouraging participation from every team member
- using staff meetings or newsletters to promote the benefits of inclusion on employee mental health
- celebrating people's contributions through workplace communications such as emails and on the intranet
- asking someone to mentor, teach a skill or share knowledge with another employee
- challenging views that undermine diversity such as the perpetuation of stereotypes
- refusing to tolerate discrimination and calling out stereotyping or prejudice.

Example

Promote workforce diversity internally

Jia is working with two other team leaders, Kane and Poppy, to decide on the allocation of staff to an upcoming project. 'Shea has some availability over the next few weeks,' Jia says. 'He would be really great at helping to set up the database.'

Kane responds, 'Shea is on the spectrum, isn't he? Aren't those types of people hard to work with?'

'Actually,' Jia responds carefully, so as not to reveal any personal or sensitive information about Shea. 'That is a stereotype. I have found on my team that having people with a range of different skills and viewpoints has really helped us think critically about how to meet client needs. I have some interesting articles on the topic, if you would like me to forward them to you?'

'I think Shea would be excellent for this project,' Poppy says. 'But I also think Atash could really benefit from being involved.'

Remembering the importance of negotiation when working collaboratively with others, Jia responds, 'Could we give Shea primary responsibility for completing the task, and allocate Atash as an additional resource? Shea has more experience than Atash, but I know that Atash is interested in building up his skills in this area.'

Promoting benefits of diversity to external stakeholders

Promoting the benefits of workforce diversity beyond your organisation is important for a variety of reasons.

- It demonstrates your organisation's public commitment to diversity and inclusion and reinforces the company's support for its own diverse workforce.
- It can benefit an organisation's reputation and attract high-quality employees.
- It can help bring about broader social change.

The following are some ways that diversity objectives can be promoted both in and outside the organisation.

Promotional newsletters and e-newsletters

- Promote the diversity of staff and to celebrate important cultural events.
- Promote fundraising events for a disability support group.
- Report on the outcomes of initiatives and strategies trialled within your organisation to improve or enhance workforce diversity or inclusion.

Website

- Showcase events where people come together to share an activity, such as a morning tea to celebrate a culturally important event.
- Use images that reflect a wide and diverse population.
- Show case studies from the organisation on the benefits and advantages of workforce diversity.

Promotion and advertising

- Promote workplace efforts in the media and at conferences.
- Contribute to network groups by giving details of industry journals and websites that discuss the benefits of diversity in business.
- Approach an industry peak body to contribute an article about diversity in your workplace.
- Apply for awards for excellence in diversity.
- Mention the company's diversity and inclusion principles in recruitment advertisements.
- Highlight the role businesses can play in promoting social change, and the benefits of social change, at an industry conference.

Strategies planned for external use should be confirmed with a senior manager to ensure they align with organisational policies and procedures for sharing of personal or sensitive information, or of commercial in confidence information.

Example

Promote workforce diversity externally

Jia has been invited to a give a keynote presentation at a national conference. Although the conference is about technology, Jia tries to incorporate some relevant information about workplace diversity in her presentation. She sees this as part of her role as a diversity champion for her company, and within the sector overall.

During her presentation Jia describes how the unique perspectives of each member of her team led to an innovative approach to managing workload.

Jia says, 'at our company we are passionate about encouraging staff to share diverse viewpoints. There is a vast body of research to indicate that diversity benefits companies. My team is a great example of just how true this is.'

Championing diversity

Every year the efforts of Australian companies to promote and champion diversity are recognised through awards such as the WGEA Employer of Choice for Gender Equality citation and the Australian LGBTQ Inclusion Awards.

Managers can promote or sponsor these events through diversity activities and initiatives and by encouraging staff to participate.

For more information about the WGEA Employer of Choice for Gender Equality citation go to: wgea.gov.au/leading-practice/employer-of-choice-for-gender-equality

The following are suggestions of actions an organisation might take to champion diversity, and examples of how employees can support their efforts.

Involvement of the organisation	Staff involvement
• Make a commitment to inclusion and equality in a public forum such as on the company website.	• Apply the company's commitment to their own work practice.
• Set goals relating to diversity and inclusion and report upon progress internally and externally.	• Follow the processes and procedures required for collecting and reporting upon data.
• Provide opportunities for people from diverse backgrounds to develop skills, confidence and connections, such as through internships or mentoring programs.	• Volunteer to help with initiatives designed to develop skills, confidence and connections for people from diversity backgrounds.

Involvement of the organisation	Staff involvement
▪ Share diversity and inclusion successes with other companies in their sector or industry, and with the broader community.	▪ Promote diversity and inclusion successes through external forums such as professional networking events.
▪ Get involved in activities and initiatives relating to diversity, such as Harmony Day.	▪ Volunteer to help with activities and initiatives.
▪ Support grassroots and community initiatives designed to support and empower diverse groups. ▪ Examples of such initiatives include:	▪ Promote the work of grassroots and community initiatives in external forums. ▪ Provide expertise to grassroots and community initiatives on a pro-bono basis. ▪ Get involved in fund-raising efforts for grassroots and community initiatives.

The following links are examples of diversity initiatives from established Australian companies.

- Accenture: accenture.com/au-en/about/inclusion-diversity-index
- Commonwealth Bank: commbank.com.au/content/dam/commbank/assets/about/opportunity-initiatives/CBA-Diversity-and-Inclusion-Report-2017.pdf
- PwC: pwc.com.au/about-us/diversity-and-inclusion.html
- KPMG: assets.kpmg/content/dam/kpmg/au/pdf/2018/inclusion-diversity-report.pdf

Example

Participate in diversity initiatives

Research to Market Solutions has a range of initiatives in place to champion diversity, including an internship program for young Aboriginal and Torres Strait Islander people. Jia has taken on a leadership role in the internship program, interviewing potential interns and matching them with mentors.

Jia also makes a special effort to participate in the company's Harmony Day lunch and Reconciliation Week events and encourages her team to do the same.

Practice Task 7

Question 1

Which of the following are potential forums for promoting diversity in and outside of an organisation? Tick all that apply.

○ Meetings with external stakeholders.

○ Product marketing events.

○ Conversations with your team.

○ Industry conferences.

○ During finance and budgeting sessions.

○ Networking groups.

Question 2

Briefly outline two processes that an organisation can implement to demonstrate the benefits of diversity.

Question 3

Provide two examples for how each of the following diversity practices can help an organisation gain a competitive advantage.

» Preventing race-based discrimination.

» Hiring employees from a diverse pool of candidates..

» Facilitating access into different markets..

Question 4

Which of the following actions can organisations take to champion diversity? Tick all that apply.

- ◯   Make donations to international charities.
- ◯   Treat complaints relating to diversity as a catalyst for positive change and not as a threat.
- ◯   Make a commitment to inclusion and equality on the company website.
- ◯   Set goals relating to diversity and inclusion and report progress internally and externally.
- ◯   Get involved in fund-raising efforts for grassroots and community initiatives.

Summary

- The benefit to staff, and the commercial value to an organisation from having a diverse workforce, is one of the drivers used to promote diversity practices.
- To effectively build a culture of inclusive behaviour, leaders in an organisation need to show the way by role-modelling the desired behaviours.
- Team leaders can promote the benefits of workplace diversity in many different forums.
- Taking actions such as using processes that promote diversity will encourage change and improvements in the way people work together.
- To help bring about long-term cultural change in the workplace, processes need to be developed, and used, to demonstrate the benefits of diversity in the workplace.
- By promoting the benefits of workplace diversity beyond their own company, organisations demonstrate a public commitment to diversity and inclusion and reinforce the company's support for their own diverse workforce.

Learning Checkpoint 3
Promote the benefits of diversity

Part A

1. Which of the following processes can be used to communicate the benefits of working with diverse groups? Tick all that apply.

○ Inviting input from the whole organisation in decision making about recruitment.

○ Collecting examples of case studies that highlight learnings about diversity and inclusion.

○ Keeping up to date with expert opinion about new and innovative ways to incorporate and encourage diversity in the workplace.

○ Asking the team to contribute their ideas on the benefits of diversity and sharing this information with others.

○ Collecting data to evaluate and report on diversity strategies.

○ Generating case studies that highlight the challenges of working with diversity.

2. Which of the following demonstrate championing diversity within an organisation? Select yes or no for each one.

a) Arranging check-in days so staff can air their grievances in a public forum.　　》Yes　　》No

b) Clarifying the organisation's goals and every employee's responsibilities to help meet those goals.　　》Yes　　》No

c) Providing opportunities such as mentoring programs for people from diverse backgrounds to develop skills, confidence and connections.　　》Yes　　》No

d) Avoiding conversations about diversity issues such as racism and sexism to avoid offending others.　　》Yes　　》No

e) Sending out weekly messages outlining the examples of diversity contributions staff have made to encourage others to do the same.　　》Yes　　》No

Part B

Read the case study, then answer the questions that follow.

Case Study

Jamal is part of the HR team at a software firm in the highly competitive tech sector. Companies in this space are constantly on the lookout for new talent and trying to attract highly skilled individuals. Jamal wants to focus his company's attention on attracting candidates from overseas however he finds this difficult as his company is proudly Australian, and marketed as such, 'we are 100% Australian owned and operated.' Jamal does not know how to promote his company to prospective employees in overseas markets.

1. Provide three examples of how Jamal can use external forums to promote his organisation's workforce diversity to overseas candidates?

2. Jamal needs to convince his managers that recruiting candidates from diverse backgrounds will give the company a competitive edge. Suggest three arguments Jamal can use to support his argument.