

**BSBHRM615**

**CONTRIBUTE  
TO THE  
DEVELOPMENT  
OF DIVERSITY  
AND INCLUSION  
STRATEGIES**

# **BSBHRM615**

## **Contribute to the development of diversity and inclusion strategies**

Release 1

### **Learner Guide**

Aspire Version 1.1



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First published March 2021

Cover design: Anne-Marie Reeves Design  
Printer: Doculink Australia Pty Ltd, 1d/28 Rogers Street, Port Melbourne VIC 3207

e-ISBN 978-1-922466-69-3 (PDF version)  
ISBN 978-1-922466-68-6

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# CONTENTS

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## Before you begin vi

## Topic 1 | Research opportunities for workforce diversity 1

|    |   |    |
|----|---|----|
| 1A | Review current organisational practices .....                               | 2  |
| 1B | Review data on staff turnover and demographics .....                        | 12 |
| 1C | Identify and assess factors that affect the supply of workers.....          | 16 |
| 1D | Assess opportunities for diversity and inclusion.....                       | 19 |
| 1E | Provide recommendations to support diversity.....                           | 25 |
|    | Summary.....  | 29 |
|    | Learning Checkpoint 1: Research opportunities for workforce diversity ..... | 30 |

## Topic 2 | Develop diversity and inclusion strategies in collaboration with others 35

|    |   |    |
|----|---|----|
| 2A | Analyse and communicate diversity objectives.....   | 36 |
| 2B | Establish strategies to support diversity and inclusion.....  | 42 |
| 2C | Contribute to the development of contingency strategies.....  | 48 |
|    | Summary.....  | 51 |
|    | Learning Checkpoint 2: Develop diversity and inclusion strategies<br>in collaboration with others ..... | 52 |

## Before you begin

This Learner Guide is based on the unit of competency *BSBHRM615 Contribute to the development of diversity and inclusion strategies*, 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](http://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                 | <ul style="list-style-type: none"> <li>▪ Sources, evaluates and critiques ideas and information from a range of complex texts to assist with decisions, change management, and management of organisational requirements</li> <li>▪ Monitors reported information to evaluate progress of workforce diversity progress</li> </ul> |
| Writing                 | <ul style="list-style-type: none"> <li>▪ Records insights and results of analysis using clear, concise language</li> <li>▪ Researches and prepares plans for relevant stakeholders incorporating appropriate vocabulary grammatical structure and conventions</li> </ul>  |
| Oral Communication      | <ul style="list-style-type: none"> <li>▪ Presents information using language and non-verbal features appropriate to audience</li> </ul>   |
| Self-management         | <ul style="list-style-type: none"> <li>▪ Works autonomously making high level decisions to achieve and improve organisational goals</li> </ul>  |
| Teamwork                | <ul style="list-style-type: none"> <li>▪ Selects and uses appropriate conventions and protocols when communicating with stakeholders in a range of work contexts</li> </ul>   |
| Planning and organising | <ul style="list-style-type: none"> <li>▪ Develops plans to manage complex activities with strategic implications</li> </ul>   |
| Problem solving         | <ul style="list-style-type: none"> <li>▪ Coordinates and analyses all relevant information to inform decisions with the potential to affect organisational outcomes</li> </ul>  |

## 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: Research opportunities for workforce diversity                          | 1A Review current organisational practices                       | <input type="checkbox"/> Confident<br><input type="checkbox"/> Basic understanding<br><input type="checkbox"/> Not confident |
|  | 1B Review data on staff turnover and demographics                | <input type="checkbox"/> Confident<br><input type="checkbox"/> Basic understanding<br><input type="checkbox"/> Not confident |
|  | 1C Identify and assess factors that affect the supply of workers | <input type="checkbox"/> Confident<br><input type="checkbox"/> Basic understanding<br><input type="checkbox"/> Not confident |
|  | 1D Assess opportunities for diversity and inclusion              | <input type="checkbox"/> Confident<br><input type="checkbox"/> Basic understanding<br><input type="checkbox"/> Not confident |
|  | 1E Provide recommendations to support diversity                  | <input type="checkbox"/> Confident<br><input type="checkbox"/> Basic understanding<br><input type="checkbox"/> Not confident |
| Topic 2: Develop diversity and inclusion strategies in collaboration with others | 2A Analyse and communicate diversity objectives                  | <input type="checkbox"/> Confident<br><input type="checkbox"/> Basic understanding<br><input type="checkbox"/> Not confident |
|  | 2B Establish strategies to support diversity and inclusion       | <input type="checkbox"/> Confident<br><input type="checkbox"/> Basic understanding<br><input type="checkbox"/> Not confident |
|  | 2C Contribute to the development of contingency strategies       | <input type="checkbox"/> Confident<br><input type="checkbox"/> Basic understanding<br><input type="checkbox"/> Not confident |



## Topic 1 | Research opportunities for workforce diversity

- 1A Review current organisational practices
- 1B Review current data on staff turnover and demographics
- 1C Identify and assess factors that affect supply of workers
- 1D Assess opportunities for diversity
- 1E Provide recommendations to improve organisational practices

# 1A Review current organisational practices

Organisational practices help to foster and promote inclusion and respect for diversity in the workplace.

Although Australia is a highly diverse, multicultural country – with a reputation for tolerance and respect for difference – these characteristics are not reflected in every workplace.

Less than 5% of chief and senior executives in Australia have a non-European or Indigenous background and only 7% of ASX 100 CEOs are women. A study undertaken by the Boston Consulting Group in 2019 indicates that more than 30% of employees in Australian companies have experienced discrimination.

## Diversity characteristics

A diverse workforce has employees from a range of different backgrounds, with various attributes, affiliations and identities.

Here are some examples of diversity characteristics.

|  |  |
|--|--|
| <b>Gender and gender identity</b>        | <ul style="list-style-type: none"> <li>Gender is associated with biological sex – people born male typically identify as men and people born female typically identify as women, however, some people also identify as transgender.</li> </ul>                               |
| <b>Cultural background and ethnicity</b> | <ul style="list-style-type: none"> <li>Cultural background refers to a person's country of birth, the country of birth of their parents and/or ancestry religious beliefs.</li> <li>Ethnicity is a shared cultural background.</li> </ul>                                    |
| <b>Ability / disability</b>              | <ul style="list-style-type: none"> <li>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.</li> </ul>   |
| <b>Age</b>                               | <ul style="list-style-type: none"> <li>In the Australian workplace, employees generally age between 15 and 65 years old, however, exceptions exist.</li> <li>Different generations (e.g. Baby Boomers, Gen X, Millennials) may have different beliefs and values.</li> </ul> |
| <b>Religious beliefs</b>                 | <ul style="list-style-type: none"> <li>People who share a common religion typically share a set of core values, beliefs and practices.</li> <li>There is significant religious diversity in Australia.</li> </ul>  |

|                           |   |
|---------------------------|---|
| <b>Sexual orientation</b> | <ul style="list-style-type: none"> <li>Sexual orientation is a pattern of romantic or sexual attraction.</li> <li>The most common sexual orientations include heterosexual, homosexual and bisexual.</li> </ul>   |
| <b>Language</b>           | <ul style="list-style-type: none"> <li>Although English is the dominant language in most Australian workplaces, it may not be the first language for some of your colleagues; one in five Australians speak a language other than English at home.</li> </ul> |
| <b>Education</b>          | <ul style="list-style-type: none"> <li>The levels of education amongst colleagues will vary; most Australian adults have completed Year 12 or an equivalent non-school qualification, but a significant number have no tertiary qualifications.</li> </ul>    |

Inclusion is when people are made to feel welcome and are included regardless of their race, gender, disability etc. According to the Diversity Council Australia, in an inclusive workforce, everyone – regardless of their differences – feels:

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

## Issues linked to diversity

The management of diversity in the workplace is associated with ethical concepts such as human rights, human dignity and fairness.

One of the most important issues is discrimination. To ‘discriminate’ means to treat someone unfairly or favour others based on certain personal characteristics. Discrimination can undermine diversity and inclusion in the workplace.

A range of laws exist in Australia to protect employees against different forms of discrimination, including discrimination based on age, disability, ethnicity, sex and marital status.

Diversity in the workplace is also linked to globalisation. Globalisation refers to the interdependence of world economies, cultures and populations. Globalisation has meant that many businesses now operate on an international scale. Globalisation is one of the primary justifications for a diverse workforce; a diverse workforce can better serve a diverse client/customer base.

## Rationale for workforce diversity

### Workforce diversity brings benefits and competitive advantage for business.

As well as having competitive advantages, workforce diversity is also a socially important strategy. Committing to workforce diversity and inclusion can enhance the reputation of an organisation and can also help with attracting and retaining talented employees.

A number of other factors are used to provide a rationale for workforce diversity. Here is a sample:

- A diverse workforce can help companies access 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 that have policies promoting tolerance, openness and inclusion are often more flexible and adaptable to change – two characteristics that are attractive to employees.
- Promoting cultural diversity and preventing race-based discrimination can have physical and mental health benefits for employees.
- Hiring employees from a diverse pool of candidates makes it easier for companies to find employees with suitable skills and experience.

## Organisational practices

The first step in developing diversity and inclusion strategies, involves reviewing current practices regarding:

- recruitment
- training
- promotion.

The purpose of a review is to evaluate and critique how your organisation approaches diversity in these three key areas.

Information about organisational practices can be sourced from:

- organisational policies
- company manuals and guidelines
- internal reports.

Written documents may not always provide a complete picture of organisational practices, so it may be useful to also talk to relevant staff. For example, staff who work in Human Resources are likely to have information about practices relating to recruitment, training and promotion.

When evaluating your organisation's recruitment practices, ask the following questions:

|   |   |
|---|---|
| <p><b>Referral systems</b></p> <ul style="list-style-type: none"> <li>Many jobs are filled in an informal way – for example, a manager finds someone for a position based on a referral from an existing staff member.</li> <li>If most staff in an organisation are from one demographic, referrals will most likely come from that same demographic.</li> </ul>         | <ul style="list-style-type: none"> <li>What methods are used to alert potential employees to job vacancies?</li> </ul>  |
| <p><b>Job descriptions</b></p> <ul style="list-style-type: none"> <li>The way a job description is worded can influence who applies for a role.</li> <li>For example, a job description that uses words typically associated with masculinity (e.g. driven, competitive) will most likely attract men and may discourage equally qualified and talented women.</li> </ul> | <ul style="list-style-type: none"> <li>How are job descriptions worded?</li> <li>What processes are in place to ensure wording is non-biased?</li> </ul>  |
| <p><b>Hiring process</b></p> <ul style="list-style-type: none"> <li>The process of hiring candidates can be biased.</li> <li>For example, interviewees who challenge gender stereotypes in job interviews (e.g. a confident woman, a modest man) may be judged more harshly than interviewees who conform to stereotypes.</li> </ul>                                      | <ul style="list-style-type: none"> <li>What processes are in place to minimise bias during the hiring process?</li> <li>What processes are in place to ensure fairness during the hiring process (e.g. reviewing job applications, conducting interviews, etc.)?</li> </ul> |

When evaluating your organisation's training practices, consider training that relates specifically to diversity as well as training generally.

|   |  |
|---|--|
| <p><b>Training relating specifically to diversity</b></p> <ul style="list-style-type: none"> <li>Different types of training can enhance respect for diversity and inclusion in the workplace.</li> <li>The training needs of employees will depend upon their current skills and any gaps in knowledge or skills.</li> <li>E-learning and short courses can help to build employees' knowledge and understanding and team building activities and exercises can help build trust and good will.</li> </ul> | <ul style="list-style-type: none"> <li>What types of training opportunities are available to staff to enhance respect for diversity and inclusion?</li> <li>Are the types of training provided matched to employees' needs?</li> </ul> |
| <p><b>General training</b></p> <ul style="list-style-type: none"> <li>Training can enhance employees' opportunities for advancement and promotion.</li> <li>The process for deciding who receives training opportunities should be fair and unbiased.</li> </ul>  | <ul style="list-style-type: none"> <li>What is the process for deciding who receives training?</li> <li>How does the organisation ensure this process is fair and unbiased?</li> </ul>   |

When evaluating your organisation's promotion practices, ask the following questions:

|   |   |
|---|---|
| <p><b>Performance reviews</b></p> <ul style="list-style-type: none"> <li>• Performance reviews are often used to inform promotion decisions, however the process of evaluating team members can be biased.</li> <li>• For example, if only one source is used to measure an employee's success this can lead managers to overlook alternative indicators of achievement.</li> <li>• Another bias is the tendency to like people who are like us. This is a natural human inclination however it can negatively impact upon people who are different to us – especially during a performance review.</li> </ul>  | <ul style="list-style-type: none"> <li>• How is success measured?</li> <li>• Are a range of data used to measure success?</li> <li>• What processes are in place to encourage managers to avoid favouring people who are like them?</li> </ul>                    |
| <p><b>Allocation of tasks</b></p> <ul style="list-style-type: none"> <li>• Every organisation has tasks that are necessary but 'non-promotable'. Non-promotable tasks benefit organisations but do not contribute to the advancement of employees' careers. Common non-promotable tasks include serving on a low-priority committee, taking on routine work and organising social events.</li> <li>• Women are more likely to volunteer for and be allocated non-promotable tasks than men. They are also less likely to receive challenging assignments. It is important for managers to distribute non-promotable tasks and challenging assignments equally.</li> </ul> | <ul style="list-style-type: none"> <li>• How are 'non-promotable' tasks allocated within the organisation?</li> <li>• Is there an awareness a for ensuring non-promotable tasks and challenging assignments are allocated equally among men and women?</li> </ul> |
| <p><b>Leadership styles</b></p> <ul style="list-style-type: none"> <li>• Women report that their under-representation in senior management roles is due to a lack of appreciation for 'feminine' leadership styles.</li> <li>• Men in leadership positions are more likely to promote someone who has a similar leadership style to themselves, rather than someone who has a markedly different leadership style.</li> </ul>   | <ul style="list-style-type: none"> <li>• Is there an appreciation of different leadership styles?</li> <li>• Are different leadership styles acknowledged, encouraged and valued?</li> </ul>  |

## Regulatory requirements

In a review of organisational practices and policies, regulatory requirements, such as the laws that relate to discrimination, bullying and harassment need to be considered.

In Australia, employers have a responsibility to ensure employees are not discriminated against.

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 or gender identity.

Organisational policies and practices must align with these regulatory requirements.

Many of these must align with laws related to discrimination, harassment and bullying.

The names of policies and procedures vary across different organisations. Here are some examples:

- Anti-discrimination policies
- Equal opportunity policies
- Harassment and bullying policies
- Recruitment policies
- Internet and email usage policy
- Social media policy
- Code of conduct
- Discipline and termination policy

## Recording insights

As you undertake the tasks outlined in this guide, it is useful to record your insights. For example, as you are reviewing a policy document you could note specific sections that are outdated or require improvement.

You can use whatever tool is most convenient for you to record this information, such as a notebook, a Word document or a whiteboard with a printer function. The information you record during these tasks will be helpful when you reach the point of developing recommendations and strategies.

## Example

### Review current organisational practices

Matt is a manager at Sequoia, a medium-sized hardware and timber company with six stores across Australia, primarily in rural and regional areas. He has been asked to contribute to a project designed to examine his company's diversity and inclusion strategies.

The first step is to review the company's recruitment, training and promotion practices. Matt retrieves the relevant policies from Sequoia's intranet.

Matt notes that the company has policies for developing job descriptions, a process for hiring new staff, approving training and for conducting of performance reviews. He notes there are no references to the way tasks are allocated, recognition of leadership styles or diversity training.

Matt sets up a meeting with the company's HR manager, Prati. They discuss the current set of policies and procedures related to recruitment, promotion and training and he lists the areas that are not covered in the documents he reviewed.

Prati tells Matt that practices relating to the allocation of tasks including asking for volunteers from the staff, and different leadership styles are addressed on a case-by-case basis, according to the preferences and needs of managers and teams. She tells Matt that the company has never considered including diversity training for staff. They decide to request that diversity training be part of each employee's annual performance development review.

## Practice Task 1

### Question 1

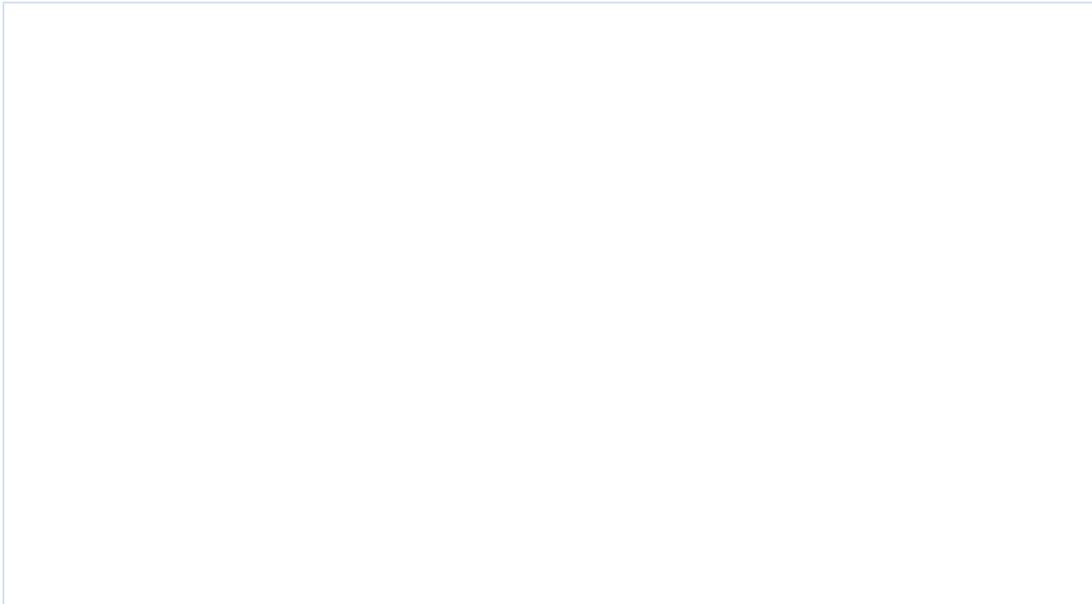
Which of the following strategies make recruiting processes more inclusive? Tick all that apply.

- Job vacancies are advertised across different platforms and channels, such as job seeker websites, intranet, social media platforms.
- Job descriptions should be worded in a way that encourages competition using words such as "driven" or "strong".
- Job descriptions should be non-biased and use the word "person" instead of "man".
- Minimise bias during the hiring process with psychometric testing or knowledge and skills- based criteria to screen applicants.
- Pre-screen applicants by examining their activities on social media.

## Question 2

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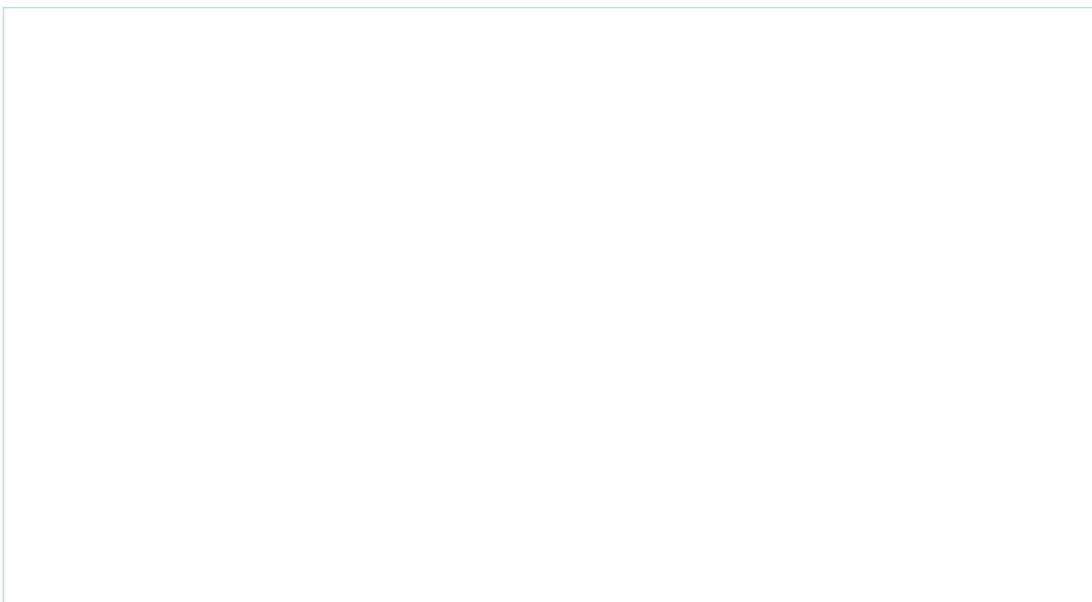
Explain the regulatory requirements that support organisational workforce diversity and inclusion policies.



## Question 3

---

List three questions organisations can ask to determine whether their training practices are inclusive.



## Question 4

---

Draw a line to match each diversity characteristic to its description.

- |                                     |  |
|-------------------------------------|--|
| » Gender and gender identity        | » Employees could be any age from 15 to 65 years old, or older.  |
| » Cultural background and ethnicity | » A common faith or spiritual belief with a shared set of core values, beliefs and practices.                                |
| » Ability / disability              | » A socially constructed role associated with biological sex such as identifying as a man, women, transgender or non-binary. |
| » Age                               | » A person's country of birth, the country of birth of their parents and ancestry religious beliefs.                         |
| » Religious beliefs                 | » Encompasses a range of impairments and restrictions which impact upon a person's ability to fully participate in society.  |

## Question 5

---

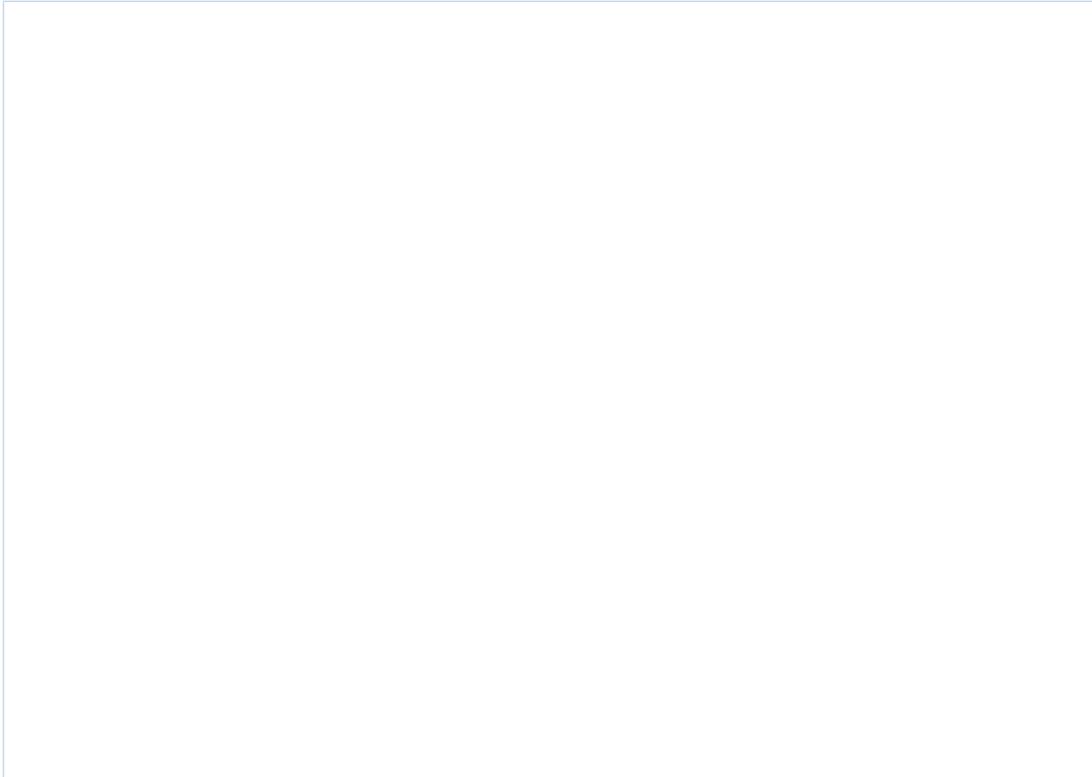
Which of the following issues are linked to diversity? Tick all that apply.

- Over-representation of women in senior management positions
- Globalisation and the need to attract a diverse cohort to support and international trade market
- Discrimination and harassment that may be more pronounced in a culturally diverse employee cohort
- Pay disparity between senior and junior employees
- Frequency of workplace accidents, incidents and near misses

## Question 6

---

Provide two rationales for the promotion of workforce diversity.



# 1B Review data on staff turnover and demographics

---

Data on the composition of staff provides an insight into workplace culture.

Demographic data is statistical data relating to the characteristics of groups of people, such as gender, age, cultural background, level of education, languages other than English spoken at home. Many organisations collect workforce demographic data to get an indication of the composition and diversity (or not) of their staff. This might include data on the proportion of women to men employees, or the age spread of their employees.

## Staff turnover

Staff turnover is a measurement of the length of employment and number of employees who leave an organisation.

A low staff turnover rate may indicate that an organisation has a positive work environment, whereas a high turnover rate may indicate problems with organisational culture.

Staff turnover is expressed as a percentage. It is calculated by dividing the number of employees who left an organisation within a specific period of time (e.g. two months, one year, etc.) and dividing that by the average number of employees over that time.

To determine whether your organisation has a high or low staff turnover rate, you can compare it to the average turnover rate for your industry. These figures are available through various industry groups. You can also compare your organisation's turnover rate to the national average; however, the drawback of this approach is that there is significant variability in turnover rates between industries.

Some organisations examine staff turnover rate among specific groups of employees, such as employees from non-English speaking backgrounds, employees with disabilities or older employees. This may indicate issues relating to the inclusion of specific groups.

Data from exit interviews can provide valuable information on the reasons why staff leave their employment. For example, if exit data is sorted by gender, you could evaluate whether the reasons for leaving an organisation are different for women compared to men.

## Demographic data

Demographic data is statistical data relating to the characteristics of groups of people, such as gender, age, cultural background and education.

Workforce demographic data provides an indication of workplace diversity. This data can be used to examine changes over time within an organisation. It could measure increases in the proportion of women in management positions over time and compare the performance of the organisation in comparison to similar companies.

Organisations collect workforce demographic data from employees in a range of ways, including during the hiring process or via anonymous surveys. The information needs to be anonymous so the identify of staff remain private. Some organisations publish this data on a regular basis in, for example, an annual report.

## Population demographics

Local and regional population data can be used to evaluate whether the diversity of a workforce reflects the diversity within the broader community. A mismatch between the composition of a workforce and the broader community may indicate barriers to diversity, such as discriminatory hiring practices.

Local and regional population data can also be used to identify potential opportunities for diversity. For example, if your organisation is based in an area with a high proportion of people from non-English speaking backgrounds, or a particular cultural group, there may be opportunities to increase the proportion of employees from this population group.

In Australia, local and regional demographic data is available through the Australian Bureau of Statistics. [aspirelr.link/abs](https://aspirelr.link/abs)

International demographic data may also be relevant to workplace diversity initiatives and strategies. Some international companies seek to reflect the diversity of the countries where they operate.

International demographic data can be sourced from institutions within specific countries, such as:

- the Office for National Statistics in the United Kingdom: [aspirelr.link/ons](https://aspirelr.link/ons)
- and the United States Census Bureau: [aspirelr.link/us-census](https://aspirelr.link/us-census)

International organisations, such as the United Nations, also produce international demographic data: [aspirelr.link/un-stats](https://aspirelr.link/un-stats)

## Example

### Review data on staff turnover and demographics

Matt requests to see data kept by the Human Resources department on staff demographics and turnover rates. When he reviews the data, Matt notes that Sequoia's staff turnover rate is higher than the national average rate (8.5%) but lower than the retail industry average (9.4%).

Upon closer review, he finds that the proportion of women hired at Sequoia is higher than similar hardware retail companies, but the proportion of employees from non-English speaking backgrounds is slightly lower.

He also notes that women employees are more likely to have roles relating to customer service and men are more likely to have non-customer facing roles such as warehouse and management roles.

Matt reviews the company's exit interview data which is published in Sequoia's annual internal report. The report shows that female employees are more likely to leave the company for personal/family reasons than men. The report also describes employees with disabilities who reported lower rates of satisfaction with workplace conditions than employees without disabilities.

## Practice Task 2

### Question 1

Draw a line to match each term on demographics to its description.

- |                           |  |
|---------------------------|--|
| » Staff turnover          | » Data that shows potential sources and availability of employees from an area.                                |
| » Workforce demographics  | » Data that measures how many employees have left an organisation within a given period of time.               |
| » Population demographics | » Data that measures the characteristics of employees, such as gender, age, cultural background and education. |

## Question 2

---

Provide an example of how local, regional and international population data can be used to recruit a diverse workforce.



# 1C Identify and assess factors that affect the supply of workers

Local, national and international factors can affect the supply of labour.

Factors affecting labour supply can relate to economic trends, social factors, technological advances, policies and regulations. Here are some examples:

- International migration can increase the working age population.
- Skilled migration can increase the number of employees with specific skills.
- An ageing population can reduce worker supply due to retirement. However national and global trends indicate that older people are staying in the workforce for longer.
- Changing work and career values can impact upon worker supply; for example, the desire for greater work/life balance can reduce the supply of full-time employees and increase casual labour.
- Increased workforce participation of specific groups of people, such as people with disabilities, can increase worker supply.
- Gender participation can vary across industries and occupations such as some industries have a higher proportion of female employees.
- Urbanisation can increase the supply of workers in cities and decrease the supply of workers in regional, rural and remote areas.

## The impact of trends

The impact of these factors varies according to the industry type. For example, more than 50% of people employed in the agriculture, forestry and fishing industry in Australia are 50 years of age or older, whereas only 15% of the accommodation and food services industry is within that age bracket.

Workforce trends are important to workforce planning. Workforce planning involves evaluating, forecasting and planning workforce demand and supply. Organisations undertake workforce planning to ensure their workforce is in the best possible position to deliver business outcomes and deal with workforce-related risks. As an example read the workforce planning undertaken by the Australian Public Service Commission here: [aspirelr.link/apsc-workforce-planning](https://aspirelr.link/apsc-workforce-planning)

For example, workforce trends such as an ageing workforce need to be considered as it can influence the supply of internal and external supply by identifying gaps between what the organisation currently has, and what the organisation needs now and into the future.

## Researching trends

Various organisations and groups provide information that can be used to identify and assess the factors affecting current and future worker supplies for Australian companies.

The Australian Industry and Skills Committee provides information on factors and trends that influence and drive the demand for skills in Australia, as well as industry-specific insights. Here is a link to their website: [aspirelr.link/niir-factors-and-trends](https://aspirelr.link/niir-factors-and-trends)

Other sources of information about factors affecting worker supply include:

- industry-specific magazines, blogs and podcasts
- business-focused newspapers and news sites
- peak bodies representing specific industries.

### Example

#### Factors that affect the supply of workers

Matt does some research to identify the factors affecting the supply of workers in the Australian labour market and the retail industry. He sources information from numerous government and industry websites. What he learns surprises him, he learns there are multiple factors affecting the supply of workers for his organisation. For example, there has been a slight increase in the proportion of young families moving to regional areas in Australia – especially among newly arrived migrants. As most of Sequoia's stores are in regional areas, this represents a potential source of labour for the company.

## Practice Task 3

### Question 1

Which of the following factors can impact the current and future supply of workers?

Tick all that apply.

- Australian workers moving overseas
- An ageing population
- Gender distribution such as the ratio of female:male employees
- Increased workforce participation of specific groups of people, such as people with disabilities
- Urbanisation

## Question 2

---

List two sources of information on workforce trends and labour markets.



# 1D Assess opportunities for diversity and inclusion

There is no single approach when it comes to improving diversity and inclusion in the workplace; myriad factors and considerations must be made to implement the best policies and procedures.

Opportunities for diversity and inclusion will differ greatly between organisations depending upon the make-up of the existing workforce, available resources and the attitudes and mindset of staff and management.

Two areas to access diversity and inclusion opportunities includes the organisations policies and strategies. There could be gaps in policy that need to be addressed, or strategies that could be updated and improved.

## Policies to promote diversity and inclusion

Diversity policies should foster and promote inclusion and respect for diversity in the workplace.

Here are some examples of policies that are commonly used to promote and support diversity and inclusion. They may have different titles in different businesses and industries.

| Examples of diversity & inclusion policies | Description of policy   |
|--|---|
| Voluntary training policies                | Policies for providing voluntary diversity training to employees  |
| Diversity committee policies               | Policies that require the establishment and maintenance of a committee that identifies barriers to diversity                    |
| Targeted recruitment policies              | Policies that require organisations to actively encourage marginalised groups to apply for job vacancies                        |
| Diversity goals policies                   | Policies that establish goals for addressing under-representation of specific groups  |
| Data collection policies                   | Policies that facilitate the collection of data relating to diversity to help monitor diversity goals and achievements          |
| Amenity policies                           | Policies that ensure the physical environment is inclusive (e.g. non-gendered bathrooms for trans and gender diverse employees) |

It is important to note that a policy that works in one organisation may not work in another. In some organisations, a policy may 'require' staff to participate in diversity training – and participation could be part of their performance review. Another organisation may find that a policy that does one or more of the following are more effective at promoting and support diversity and inclusion. A policy that:

- ***promotes social accountability*** – capitalising on the human desire to be viewed as a 'good person'
- ***engages employees*** – when employees are engaged in activities relating to diversity and inclusion, they are likely to be more positive about diversity and inclusion initiatives overall
- ***gives employees opportunities to interact with each other*** – when a diverse group of people work towards a common goal, it can help to break down stereotypes.

The Australian Human Rights Commission has a range of toolkits, guidelines and other resources that can be used by organisations to help create a workplace that supports diversity and inclusion: [aspirelr.link/ahrc-toolkits](https://www.hrc.org.au/resources/toolkits)

## Strategies to promote diversity and inclusion

Organisations can implement strategies to promote and support diversity and inclusion.

Strategies are the actions undertaken to achieve an organisational objective.

Here are some examples of strategies that promote and support diversity and inclusion objectives.

|                               |  |
|-------------------------------|--|
| Change champions              | Establish change champions in each area or department who are responsible for promoting efforts to promote diversity and inclusion.                                |
| Mentorship programs           | Develop a mentorship program for young Indigenous employees.   |
| Visibility strategies         | Set up a leadership program for employees from under-represented groups to increase their visibility in the organisation   |
| Reputation building           | Strategically promote the organisation's efforts to increase and promote diversity and inclusion through marketing, company website and through staff newsletters. |
| Workplace culture initiatives | Establish a committee led by staff that aims to enhance inclusivity for all employees.   |
| Transparent diversity data    | Share data relating to diversity in the annual report, on the company website, in communications with staff to increase accountability and motivation for change.  |

## Opportunities for promoting diversity

Select opportunities that are realistic and will result in change.

Opportunities can be identified in several aspects of an organisation's processes and procedures used for hiring, training and promotion.

They may be new opportunities to build upon existing strengths and resources within the organisation, or existing strategies and approaches that can be 'scaled up.'

For example, if a senior manager and a group of employees has a specific interest in diversity and inclusion, there may be an opportunity to set up a diversity committee that oversees diversity and inclusion strategies within the organisation.

Here is a list of ideas for opportunities for promoting diversity.

|   |   |
|---|---|
| <b>Hiring</b>                             | <ul style="list-style-type: none"> <li>▪ Instituting a standard process for evaluating potential bias in job applications</li> <li>▪ Providing diversity training to all employees involved in hiring staff</li> </ul>  |
| <b>Performance and career development</b> | <ul style="list-style-type: none"> <li>▪ Arranging a mentorship program for existing employees from under-represented groups</li> <li>▪ Providing leadership training targeting employees who are under-represented in management roles</li> </ul>  |
| <b>Working conditions</b>                 | <ul style="list-style-type: none"> <li>▪ Providing job-share options for employees who have caring responsibilities</li> <li>▪ Promoting leave entitlements, such as leave for mental ill-health, carers leave and leave for people at risk of domestic violence</li> <li>▪ Instituting workplace events to acknowledge and celebrate diversity (e.g. Harmony Day)</li> </ul> |
| <b>Values and expectations</b>            | <ul style="list-style-type: none"> <li>▪ Bringing together a group of interested employees to develop or update shared values and expectations for a team, department or organisation</li> </ul>  |
| <b>Data collection and evaluation</b>     | <ul style="list-style-type: none"> <li>▪ Initiating a new process for collecting, collating and reporting upon data relating to workforce diversity such as an annual staff survey</li> </ul>   |

## Research diversity and inclusion opportunities

After researching information, evaluate and critique the information collected.

Research into diversity and inclusion could involve:

- sourcing and reviewing documents, such as journal articles and industry reports
- obtaining information from websites, such as the ABS
- speaking with colleagues about potential opportunities.

For example, an online article written by someone who is not affiliated with a reputable organisation may not be credible. A claim made by a single colleague who is new to the organisation may not be accurate.

The process of evaluating and critiquing information is a critical part of research. The information you use will inform decisions that potentially affect organisational outcomes and the work culture for employees, therefore, it is important it is credible and accurate.

Some of the following questions will help you evaluate and critique the source of information:

- Is the information **unbiased** – for example, does it acknowledge the limitations of a particular strategy for enhancing workplace diversity?
- Is the information authored by people with **relevant qualifications or expertise**, such as qualifications and/or expertise in diversity and inclusion in a business context?
- Is the information **current** – for example, is it no more than ten years old?
- Is the information sufficiently **in-depth and comprehensive** – does it cover several aspects thoroughly or provide links to find more information?
- Is the information **accurate** – for example, does the author use sound and reasonable arguments to make their point?

### Example

#### Assess opportunities for diversity and inclusion

Matt uses three key sources in his research into information about opportunities that the company can use to improve and enhance diversity and inclusion. He found useful information from:

- a highly reputable online business magazine
- a website managed by a not-for-profit diversity and inclusion initiative which profiles case studies of diversity and inclusion from various industries and
- a series of reports produced by a government department about workforce diversity and inclusion.

Matt also contacts three other managers from different Sequoia stores who have expressed an interest in the project he is working on to talk to them about potential opportunities.

Some opportunities that Matt thinks may be beneficial for and feasible within Sequoia include:

- cultural competency training led by a local Aboriginal and Torres Strait Islander Peoples organisation
- a mentorship program for employees who want to diversify their skills (e.g. women who want to work in the warehouse, men who want to work in customer service)
- a sponsorship program for migrants from non-English speaking backgrounds who are undertaking a relevant certificate or diploma level course at a regional TAFE.

## Practice Task 4

### Question 1

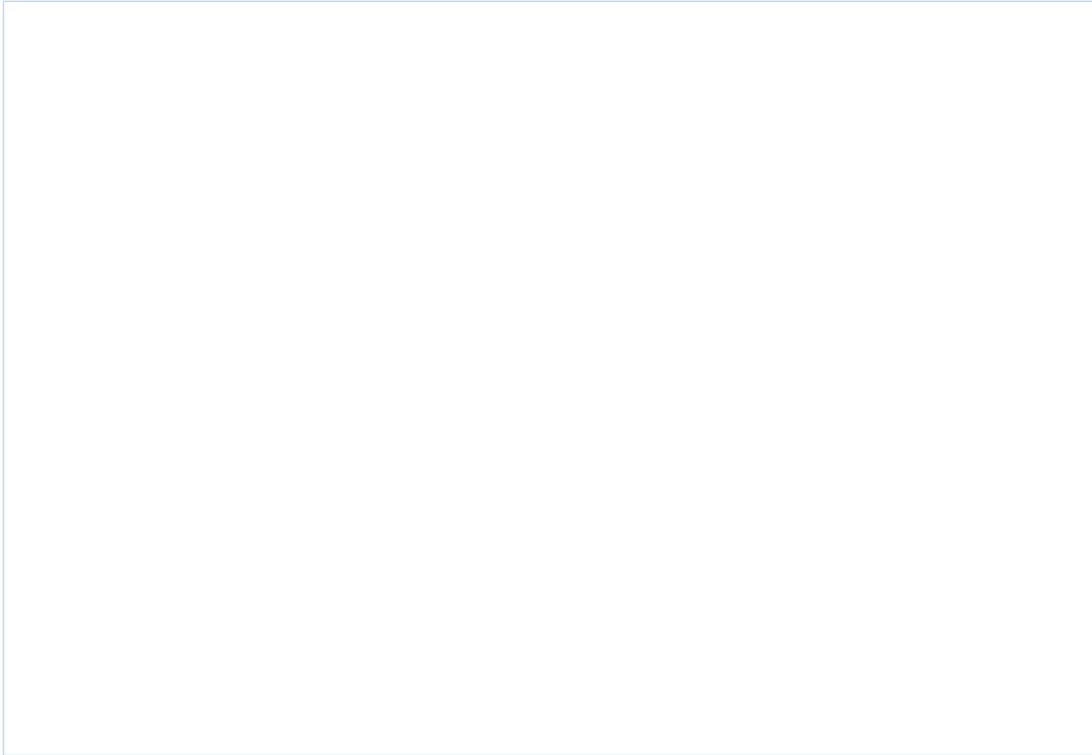
Draw a line to match each opportunity for diversity with its description.

- |  |   |
|--|---|
| » Get managers involved from the beginning | » Encouraging staff to change behaviour by setting specific, measurable and challenging goals relating to diversity.  |
| » Encourage 'perspective taking'           | » Involve managers in the design process to ensure the strategy will fit with the demands of the workplace and workplace culture.                             |
| » Encourage goal-setting                   | » Identify staff who can drive efforts to promote diversity and inclusion within teams, working groups, branches and departments.                             |
| » Scale diverse and inclusive behaviours   | » Encouraging staff to imagine the challenges faced by others by 'walking in someone else's shoes'.   |
| » Identify change champions                | » Examine the organisation's processes and procedures so the workplace creates the conditions that allow people to contribute in a unique and meaningful way. |

## Question 2

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Identify three organisational policies that provide opportunities for diversity and inclusion.



# 1E Provide recommendations to support diversity

Recommendations are used in business to propose solutions to problems.

Recommendations need to be persuasive but also informed by research and evidence. This means that when preparing recommendations and plans to support diversity, you must bring together all relevant information that informed your decisions

The information you use to make recommendations might include data and information about:

- recruitment, training and promotion practices
- staff turnover data and workforce demographic data
- regulatory requirements including legislation
- population data
- factors affecting workforce supply
- opportunities for diversity and inclusion, including organisational policies and strategies.

One way to analyse all of this information and data is to follow the following steps:

**Examine** each individual source separately and identifying important issues and themes

**Identify** common and related issues and themes between the individual information sources

**Reflect** on what these issues and themes mean for your organisation's diversity and inclusion strategies: What are the opportunities? What the gaps? What improvements are necessary and feasible?

The insights you record when collecting and analysing this information can be used to shape your recommendations. Consider the relevance of each recommendation according to the organisational and operational requirements. For example, a recommendation to implement a new policy which will require extensive or costly organisational changes may not be feasible.

## Written recommendations

Written recommendations should be clear and concise.

Recommendations should be written in a professional style, using clear and concise language. They should also conform to organisational conventions and requirements relating to grammar and vocabulary. Use appropriate vocabulary and grammatical structure and follow organisational conventions when developing recommendations. Organisations often have a 'house style' which governs how documents are presented, including guidelines on grammar, spelling and punctuation and inclusive language.

Here are some tips for writing clear and concise recommendations.

|   |   |
|---|---|
| Keep it brief                               | <ul style="list-style-type: none"> <li>▪ Use short sentences</li> <li>▪ Cut out unnecessary words (e.g. don't say 'the issue was carefully considered', just say 'the issue was considered')</li> </ul>   |
| Use simple, concrete language               | <ul style="list-style-type: none"> <li>▪ Don't use long words when a shorter word can be used instead (e.g. "use" instead of "utilise")</li> <li>▪ Don't use overly technical or jargon that others may not understand.</li> <li>▪ Be precise – avoid vague terminology such as "the current circumstances"</li> <li>▪ Avoid 'flowery' language (i.e. elaborate and flamboyant language)</li> </ul> |
| Use an appropriate layout for your document | <ul style="list-style-type: none"> <li>▪ Use tables, diagrams and bullets to communicate complex concepts or ideas – this will make the document easier to read</li> </ul>  |

## Oral communication

Recommendations may need to be made in an oral presentation.

When presenting information in an oral format, it is important to use language that is appropriate to the audience and to pay attention to other non-verbal features of communication such as body language and tone. In general, the more senior the staff, the more formal the presentation should be.

Some tips for making an oral presentation are provided on the following page.

|  |  |
|--|--|
| <b>Speak loudly and express yourself clearly</b> | <ul style="list-style-type: none"> <li>▪ Be aware of any mannerisms of speech that may impact on your ability to communicate with your audience, such as mumbling, whispering or slurring your words.</li> </ul>   |
| <b>Use an appropriate tone</b>                   | <ul style="list-style-type: none"> <li>▪ Tone is the mood or attitude suggested by a presentation.</li> <li>▪ Certain tones are always inappropriate, including forcing your ideas onto your audience or using a sarcastic tone.</li> <li>▪ Try to use a calm, objective and courteous tone.</li> </ul>  |
| <b>Pay attention to your body language</b>       | <ul style="list-style-type: none"> <li>▪ Use body language that expresses openness and attentiveness, such as directly facing your audience and not folding your arms.</li> <li>▪ Try to give your audience the sense that you are speaking to them; maintain brief eye contact and shift your gaze around the audience.</li> <li>▪ If you need to look at your notes, do so briefly.</li> </ul> |

## Example

### Provide recommendations to support diversity

Matt takes the time he needs to think about all the information and data he has gathered.

He has identified three main conclusions that he can draw from his research:

- The Sequoia workforce does not reflect the diverse populations in the locations where the stores are based. Many of the Sequoia stores are in locations with a high proportion of Indigenous people (when compared to the national average), yet very few Indigenous people are employed at Sequoia stores.
- A lack of workplace and role flexibility may be contributing to staff turnover among women employees.
- Sequoia has a relatively low proportion of employees from non-English speaking backgrounds and there is an increase in new migrants from non-English speaking backgrounds moving to regional areas. He sees this as representing an opportunity for the future supply of workers for the company.

Matt writes up his recommendations in a report for the Executive Managers of Sequoia using the standard company template. He makes sure his recommendations are clear and concise and uses tables and dot points to ensure the information is easy to read and understand.

His recommendations to improve practice are to:

- Provide voluntary diversity and inclusion training for all employees.
- Provide training for all managers on how to support employees with caregiving responsibilities.
- Develop a relationship with local Aboriginal and Torres Strait Islander services to promote the company as an employer of choice for Aboriginal and Torres Strait Islander peoples.

## Practice Task 5

### Question 1

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Which of the following will help in the communication of recommendations to an audience?  
Tick all that apply.

- Express yourself naturally, allowing your personality and mannerisms of speech to help enhance your message.
- Refer to your notes constantly to ensure you remain on topic and don't miss any important information.
- Communicate using a tone that is calm, objective and courteous when addressing your audience.
- Directly face the audience and maintain eye contact.

### Question 2

---

List three conventions you should use when preparing written recommendations.

## Summary

- A diverse workforce has employees from different backgrounds who identify with different communities and groups.
- Inclusion in a workforce means every person is made to feel welcome, respected and valued.
- Diversity brings a range of benefits and competitive advantages, including increased levels of innovation and physical and mental health benefits.
- Organisational practices, policies and strategies can have a significant impact on workforce diversity and inclusion
- Practices relating to hiring, training and promotion can be reviewed and improved to include better coverage of diversity and inclusion.
- Staff turnover data can provide important insights into workplace culture.
- Population-level data can provide insights into potential opportunities for diversity.
- Factors that influence workforce supply include economic conditions and social factors.
- When sourcing information about opportunities for diversity, it is important to critically analyse the information to ensure it is reliable and accurate.
- When providing recommendations on organisational practices in a written or oral format, follow your organisation's conventions and requirements.

## Learning Checkpoint 1

### Research opportunities for workforce diversity

#### Part A

1. Briefly describe three biased recruiting or promotional practices.

2. Which of the following training strategies reflect inclusive practices? Tick all that apply.
  - A variety of training is offered that enhances respect for diversity and inclusion in the workplace.
  - A fair and unbiased process is used to decide who receives training.
  - Offering options for online training that are more accessible to all staff.
  - Arranging team building activities to build trust amongst colleagues.
  - Offering training to the most driven and results-orientated employees.

3. List the names of four workplace policies that are governed by regulatory requirements relating to diversity and inclusion.

4. Draw a line to match each diversity characteristic on the left to its correct example on the right.

- |                                     |  |
|-------------------------------------|--|
| » Cultural background and ethnicity | » Alfie is fluent in both Indonesian and English. These qualities made him a stand out candidate for the business that is looking to establish its first offshore office in Jakarta.   |
| » Gender and gender identity        | » Anna has a European background, grew up Christian and is a high achiever. Anna grew up in humble surroundings but took her education seriously and was able to attend university and train as a doctor.                          |
| » Education                         | » Catherine is a baby boomer and is considered a hard and honest worker, with a good work ethic and 'can do' attitude.   |
| » Language                          | » Simone identifies as somewhere between male and female and therefore did not feel comfortable using the restrooms in her office building. After talking with management, they made unisex toilets an option for their employees. |
| » Age                               | » Marcus left school at 16 years old and enrolled in a trade qualification. After four years, he graduated as a qualified plumber. He now employs apprentices in his plumbing business.  |

5. Identify two inclusive practices that you could recommend to management that support diversity characteristics such as ability, gender identity, ethnicity and sexual orientation.

6. Describe two issues linked to diversity.

7. Which of the following is a rationale for workforce diversity? Tick all that apply.

- A diverse workforce can help companies facilitate access into different markets.
- Employees from culturally diverse backgrounds are easier to manage as they have a respect for seniority.
- Diversity has been shown to facilitate business innovation.
- Companies with policies that promote tolerance and inclusion will prevent bullying and harassment.
- Preventing discrimination can have physical and mental health benefits for employees.

## Part B

Read and analyse the following information from BizOps.

### Document 1: Business plan objectives

Over the coming year, BizOps will consolidate its position in the market as a lead retailer of sustainable, high-quality products. It will expand its reach and presence across Australia and into parts of Asia.

To do this, BizOps will focus on the following business goals:

- **Financial stability:**
  - Increase revenue by 15 per cent (compared to the previous 12 months) by the end of the financial year
  - Maintain annual profit levels of 15 per cent of revenue for all products and services, calculated at the end of each financial year
  - Reinvest 75 per cent of profit back into the business at the end of each financial year
- **Market position:**
  - Maintain the number one rating in the annual national industry customer service awards
  - Launch new high-quality exclusive consumer products to meet customer demand ahead of competitors, within budget and by the agreed deadlines
  - Increase reach across Australia and into Asia with enhanced online presence and expansion of home shopping TV channels in Australia and parts of Asia
- **Right people:**
  - Provide induction training at the commencement of employment to train new employees to be knowledgeable, helpful and enthusiastic
  - Provide the physical, human and time resources to support an annual professional development program for all BizOps employees
  - Ensure BizOps has the capacity and capability across all its operations to accommodate the aggressive marketing strategy over the coming year

### Document 2: Mission Statement

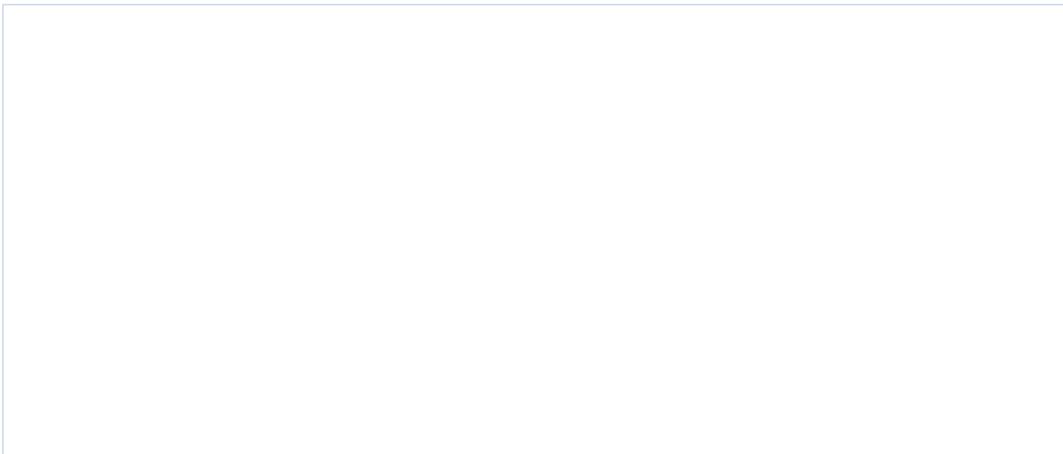
**BizOps is committed to:**

- providing high-quality and innovative products and services to customers
- meeting the changing needs of customers
- offering innovative product solutions
- delivering speedy and personalised service
- employing professional and enthusiastic staff
- maintaining professional and well-supported staff
- encouraging an enthusiastic and inclusive work culture
- providing clean and environmentally friendly products and services
- adopting sustainable work practices
- undertaking continuous improvement processes.

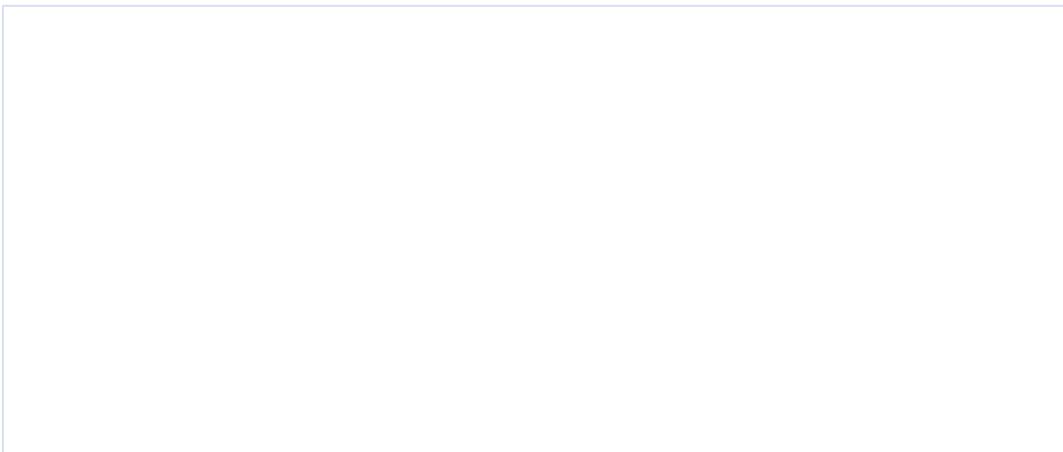
1. Give two examples of how demographic data and international population data help BizOps achieve its business plan objectives and mission statement.



2. Provide two factors that might affect BizOps current and future supply of workers.



3. Suggest at least three opportunities for diversity and inclusion that BizOps can implement within the organisation.





## Topic 2 | Develop diversity and inclusion strategies in collaboration with others

- 2A Analyse and communicate diversity objectives
- 2B Establish strategies to support diversity and inclusion
- 2C Contribute to the development of contingency strategies

## 2A Analyse and communicate diversity objectives

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Organisational objectives are the actions an organisation will take to achieve a goal.

Organisational goals are the 'big ideas': the broad outcomes the organisation wants to achieve. Organisational objectives, on the other hand, are more specific and measurable. A company's goals inform their objectives.

For example, an organisational goal might be to 'Ensure our workforce reflects the diversity of our community'. The organisational objective linked to that goal might be to 'Increase the proportion of employees from culturally and linguistically diverse backgrounds'.

### Critical analysis of organisational objectives

Critical analysis involves examining the effectiveness and suitability of objectives.

Organisational objectives are typically outlined in a strategic plan alongside an organisation's vision and mission and action plans.

If the objectives of the organisation are unclear or undocumented, you must confirm the objectives with relevant stakeholders. This requires collaboration with stakeholders to establish specific and measurable objectives relating to organisational goals.

Organisational objectives are typically phrased in terms of an *increase* or *decrease*. However, there is no standard requirement for phrasing organisational objectives; and, in some cases, a statement about an increase or decrease will be inappropriate or unnecessary.

Here are some examples of organisational objectives that relate specifically to diversity and inclusion:

- Increase knowledge of fair and unbiased recruitment and promotion practices among managerial staff.
- Increase the proportion of women in senior management roles.
- Increase employees' understanding of inclusion.
- Increase the proportion of job applications from diverse applicants.
- Ensure our workforce is reflective of the diversity of our community.
- Increase employee satisfaction with workplace culture and flexible workplace practices.

## Analysis

You can critically analyse organisational objectives to determine their effectiveness and to identify potential improvements.

One of the practical tools you can use in an analysis, is the SMART acronym. This acronym is used to develop objectives that are clear, detailed and tangible, but it can also be used to analyse the effectiveness of existing objectives.

|          |                   |   |
|----------|-------------------|---|
| <b>S</b> | <b>Specific</b>   | Objectives should be clear and precise: does the objective indicate <i>who, what, where</i> and <i>when</i> ?                                       |
| <b>M</b> | <b>Measurable</b> | Objectives should be quantifiable: does the objective indicate <i>how many</i> or <i>how much</i> ?   |
| <b>A</b> | <b>Achievable</b> | Objectives should be achievable   |
| <b>R</b> | <b>Realistic</b>  | Objectives should be practical: is there the budget to do this? Is there enough time to do this? Do staff have the knowledge and skills to do this? |
| <b>T</b> | <b>Time bound</b> | Objectives should have a deadline: what needs to be achieved and by when?   |

Critically analysing information involves probing, questioning and deep examination. You need to be aware of your assumptions and those of others and be willing to consider different perspectives. Working with a group of stakeholders will mean there is a variety of opinions but also a number of good ideas and questions will also be raised. This can lead to a deep understanding and a thorough exploration of the objectives or the organisation.

As part of your analysis, you could consider whether the objectives go far enough. For example, are there objectives relating to:

- employee awareness of diversity but not behaviour
- one group within the workforce (e.g. women) but not another (e.g. employees from CALD backgrounds)
- diversity (e.g. increasing the proportion of employees from diversity backgrounds) but not inclusion (e.g. employees' sense of belonging and connection)?

Another key factor to consider when analysing objectives is potential gaps. For example, your organisation may have no organisational objectives relating specifically to promotion, or no objectives relating to data collection. Revisit the notes you took during your research and consultations to help you identify potential additional objectives that need to be developed.

When amending or developing new organisational objectives, remember to use the SMART framework.

## Make recommendations and provide a rationale

### Making formal recommendations is an important part of obtaining agreement and endorsement.

As organisational objectives are typically overseen by high-level managers within an organisation, pay particular attention to appropriate conventions and protocols when communicating recommendations about those objectives. The language used likely needs to be relatively formal, rather than conversational.

For example, recommendations about revised organisational objectives will include information about why these revisions are necessary. This information is designed to persuade the reader to adopt the recommendation.

When providing a rationale for your recommendations, you may need to draw upon the findings from your research, such as the information you gathered regarding innovative approaches to diversity and inclusion, or the data you collected regarding staff turnover.

Ensure the information and data is clear and easily understandable. Formatting and layout can assist you here; for example, present data in tables and summarising key points in dot point format. High-level managers often have limited time; making your recommendations easy to read will make the process more efficient for them.

When preparing your recommendations, consider how to convince the people who are responsible for endorsing the recommendations for approval. One approach is to demonstrate how changes to organisational objectives are linked to organisational goals. Perhaps one of your company's goals is to reflect the diversity of the communities where they operate. While gathering information on organisational practices, you may have found that people from a marginalised group have higher rates of staff turnover than the overall workforce. Make the relationship between this data and the organisational goal clear to your audience.

### Communicate objectives

When communicating new or revised objectives, remind your audience about the rationale for workforce diversity within an organisation.

As 'buy in' at all levels of an organisation is important to the achievement of diversity and inclusion objectives, it is important to think about how you can present the objectives – and the rationale for the objectives – in a way that encourages the support of stakeholders.

One way you can do this is to begin your presentation or document with a point your audience is familiar with, ideally something they all agree with. This sets a positive tone for your proposal. For example, you could begin your oral presentation by stating, “I think we all agree about the importance of workplace satisfaction to productivity.”

Otherwise, talk about the significance of the issue and note that, like all controversial issues, it generates debate and conflicting viewpoints. For example, you could highlight at the beginning of your written document that promoting workplace diversity is a key issue for your industry and people have different views about the most effective way to achieve it.

## Establish targets

**Organisations rely on targets to help them measure their successes and identify areas for improvement.**

When establishing targets for objectives, you need to know the current status of the objective. For example, if the organisational objective is to increase the proportion of women in senior management positions, what is the current proportion of women in senior management positions? Knowing this information will help to ensure targets are achievable and realistic.

When setting targets, it is essential to collaborate with other key staff within your organisation – such as other managers. Setting targets is not an exact science; it requires careful and considered judgement. By collaborating with others, you are more likely to set realistic and achievable targets. Involving other people in the process of setting targets will help ensure they ‘buy in’ to the process. If targets are set without their input, they may be less enthusiastic about contributing to the objective.

The more specific your objective, the clearer everyone will be about what the organisation is trying to achieve regarding diversity and inclusion.

## Example

### Develop objectives and targets

Matt is a manager at Sequoia, a medium-sized hardware and timber company with six stores across Australia, primarily in rural and regional areas. He has been asked to be part of a project to examine his company's diversity and inclusion strategies.

Sequoia has no formal organisational objectives relating to diversity and inclusion. Matt arranges for a group of managers from multiple branches of the company, along with an executive manager, to develop these objectives. These include to:

- increase the proportion of Aboriginal and Torres Strait Islander employees by 10% within 18 months
- increase the proportion of employees from non-English speaking backgrounds by 10% within 18 months
- increase the proportion of staff undertaking voluntary diversity and inclusion training by 25% within 12 months
- decrease the proportion of women who leave the company for personal/family reasons by 10% within two years.

Matt and the team then write up their recommendations for these new organisational objectives. When the recommendations are endorsed by Executive Management, Matt outlines the new objectives to all managers in the organisation during a regular management meeting. He also follows up with an email outlining the changes, along with an outline of the benefits of workforce diversity and inclusion.

## Practice Task 6

### Question 1

Which of the following stakeholders should be consulted about diversity and inclusion objectives and rationale? Tick all that apply.

- Senior managers
- Team supervisors
- Executives
- Workers
- Customers

## Question 2

---

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

- |  |       |      |
|--|-------|------|
| a) Setting targets requires collaboration with other key staff within your organisation.                       | » Yes | » No |
| b) Find out the current status of an objective before establishing targets for that objective.                 | » Yes | » No |
| c) Setting targets is a difficult task that requires various numerical calculations.                           | » Yes | » No |
| d) Involving other people in the process of setting targets will help to ensure their 'buy in' to the process. | » Yes | » No |

## Question 3

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Provide three examples of SMART organisational workforce diversity and inclusion objectives.

## Question 4

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Provide three examples information you would need to critically analyse and evaluate the effectiveness of existing diversity and inclusion objectives?

## 2B Establish strategies to support diversity and inclusion

Establishing, implementing and evaluating a diversity and inclusion strategy is a complex task.

Strategies are the actions undertaken to achieve an objective. Strategies must align with an organisation's ethical and guiding principles, vision and mission. To assist with the process of establishing, implementing and evaluating a diversity and inclusion strategy, it is useful to put together a project or action plan.

Project plans typically include a description of the project, a list of required resources for the project and a breakdown of tasks – including who is responsible for which task and when the tasks need to be completed.

Here are some common methodologies used for planning and managing projects.

|                             |   |
|-----------------------------|---|
| <b>Agile</b>                | <ul style="list-style-type: none"> <li>▪ A set of principles that allow for a flexible, iterative and adaptable approach to project management method</li> <li>▪ An Agile approach involves the delivery of work in small increments rather than one large piece of work where results are continuously evaluated.</li> </ul>   |
| <b>Kanban</b>               | <ul style="list-style-type: none"> <li>▪ Often associated with an Agile approach, the Kanban methods involves the use of a board which allows the members of the team to see the progress of each piece of work at any time.</li> <li>▪ The Kanban method helps teams develop an ordered approach to their work.</li> </ul>   |
| <b>Waterfall</b>            | <ul style="list-style-type: none"> <li>▪ A planning approach that involves defining requirements at the beginning of a project.</li> <li>▪ Much like a waterfall, work 'cascades' – one phase needs to be completed before the next begins.</li> </ul>  |
| <b>Critical path method</b> | <ul style="list-style-type: none"> <li>▪ A method for modelling and arranging project activities by determining which activities are needed to complete a project, the time that each activity will take as well as deliverables and milestones to be tracked along the way.</li> <li>▪ The longest and shortest path to completing the project are then assessed.</li> </ul> |

## Consult with relevant stakeholders

In the same way that consultation is necessary when developing targets, consultation is needed when developing strategies.

The purpose of consulting with stakeholders about strategies is to:

- gather ideas about strategies for accomplishing organisational goals and
- gather feedback on strategies that are likely to work within the everyday functions of the organisation.

Relevant stakeholders might include managers as well as non-managerial staff. Non-managerial staff – especially those from under-represented groups – may have insights into which strategies are likely to work. For example, they may be able to draw upon their past experiences within your organisation or another organisation where they have worked.

Other relevant stakeholders may include members of committees within your organisation, such as a Reconciliation Action Plan working group, or a leadership group for women employees.

## Developing strategies

Workplace strategies to promote diversity and inclusion do not need to be expensive or complex.

When developing a strategy, it's helpful to employ creative thinking. Your organisation's workforce and workplace are unique, so you need strategies that fit with that unique context. Activities such as brainstorming can help you to 'think outside the box' and generate ideas.

The information you have gathered so far from your research and consultations with colleagues could provide you with ideas for strategies. For example, you could revisit the research you undertook to identify opportunities for diversity and inclusion.

Here are some examples of diversity and inclusion strategies and related organisational goals and objectives:

| Goal   | Objective   | Strategies  |
|--|---|---|
| Recruit, develop and retain a diverse workforce that reflects the diversity of our community | Increase the proportion of employees from culturally and linguistically diverse backgrounds | Develop and implement a mentorship program for local Indigenous university students to raise the profile of career opportunities in our company |

| Goal   | Objective  | Strategies  |
|--|--|---|
| Foster inclusive, welcoming and culturally safe working environments for all our staff and clients                     | Increase employees' awareness and understanding of cultural safety | Incorporate cultural safety training into our suite of professional development training packages |
| Provide a flexible and adaptable work environment that accommodates the diverse needs of our people across life stages | Increase the retention of employees over the age of 45             | Offer flexible work opportunities to all workers regardless of age                                |

## Evaluating strategies

When you evaluate a strategy, you ask whether the strategy is working and how it could be improved. To evaluate a strategy, you need data and you need something to compare that data with.

Data could be quantitative (i.e. data in the form of numbers, such as statistics) or qualitative (i.e. data in the form of words, such as employee feedback). You will most likely be comparing that data with the targets associated with the relevant organisational objective, or more short-term targets associated with the specific strategy.

Evaluation is a complex process that involves multiple inter-related tasks including the following.

|                        |   |
|------------------------|---|
| <b>Collecting data</b> | <ul style="list-style-type: none"> <li>What data is being collected?</li> <li>How is the data being collected?</li> <li>Who is responsible for collecting and storing the data?</li> </ul>  |
| <b>Monitoring data</b> | <ul style="list-style-type: none"> <li>Is the data being collected in the right way?</li> <li>Is the data accurate?</li> </ul>  |
| <b>Data analysis</b>   | <ul style="list-style-type: none"> <li>What is the data indicating about the effectiveness of the strategy?</li> <li>What could be improved to make the strategy more effective?</li> </ul> |

Because of the complexity of evaluation – and the multiple tasks involved – it is useful to develop an evaluation plan. This could be incorporated in an overall project plan.

## Recommendations

The recommendations you make to improve a strategy could be presented in a written or oral format or both.

Your recommendations could relate to any aspect of the strategy, including the need to:

- tweak the strategy to make it more effective
- increase resources
- shift responsibilities for activities to different staff members
- employ a specialist or consultant expert in the area
- increase awareness of the strategy among key stakeholders.

### Example

#### Strategy development

Matt brings together a group of Sequoia employees to help develop strategies to support diversity and inclusion in the workplace. This includes a manager from each store who can provide input on which strategies are likely to work with their staff, as well as six non-managerial staff who have expressed an interest in developing diversity and inclusion strategies.

To help him manage the, Matt decides to use a 'waterfall' planning approach.

After a comprehensive brainstorming session, along with a careful consideration of the viability of each strategy, Matt makes a recommendation for three diversity and inclusion strategies:

- A sponsorship program for TAFE students undertaking a certificate or diploma relevant to the work undertaken at Sequoia that targets Aboriginal and Torres Strait Islander people and people from non-English speaking backgrounds.
- A regular, on-site, voluntary diversity and inclusion training program that is available to all Sequoia staff.
- A mentorship and support program for employees with caregiver responsibilities.

Matt then develops a plan for evaluating each strategy, which he incorporates into an overall project plan.

## Practice Task 7

### Question 1

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Draw a line to match each project planning methodology with its description.

- |                        |   |
|------------------------|---|
| » Agile                | » Involves defining requirements at the beginning of a project where one phase needs to be completed before the next begins.    |
| » Kanban               | » Involves accessing the longest and shortest path to completing the project.   |
| » Waterfall            | » Involves the use of a board which allows the members of the team to see the progress of each piece of work at any time.       |
| » Critical path method | » Involves the delivery of work in small increments rather than one large piece of work and results are evaluated continuously. |

### Question 2

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Identify three stakeholder groups you may need to consult with when developing management strategies that support diversity and inclusion.

### Question 3

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Number each step from 1 to 6 in the order you would follow to establish and evaluate a diversity and inclusion strategy.

- Implement the diversity and inclusion strategy as outlined in the project plan.
- Evaluate the data to identify the effectiveness of the strategy and areas that could be improved to better meet diversity and inclusion targets.
- Revisit the research already undertaken to identify opportunities for diversity and inclusion.
- Create a project plan with required resources and tasks.
- Use creative thinking processes such as brainstorming, to help generate ideas 'outside the box'.
- Collect data relevant to the diversity and inclusion strategy such as compare current findings with past results.

## 2C Contribute to the development of contingency strategies

A contingency strategy outlines the steps that an organisation will undertake to respond to future events

Any strategy including diversity and inclusion strategies, can fail due to internal or external factors. Contingency strategies are typically outlined in a contingency plan that prepares for 'worst case' scenarios, such as unexpected events that undermine project progress. For example, the loss of key staff can undermine the success of an initiative that relies upon their expertise and input.

### Developing and documenting a plan

There are four key steps involved in developing a contingency plan.

|                                      |   |
|--------------------------------------|---|
| <b>List key risks</b>                | <ul style="list-style-type: none"> <li>Identify the major risks that could have a negative impact on the direction of the strategy or the organisation.</li> <li>This involves multiple people within an organisation, and even external experts, to ensure a comprehensive understanding of potential problems.</li> </ul> |
| <b>Prioritise risks</b>              | <ul style="list-style-type: none"> <li>Prioritise risks based on the threat they pose.</li> </ul>   |
| <b>Create contingency strategies</b> | <ul style="list-style-type: none"> <li>Outline the actions that will be taken if the unforeseen events occur.</li> <li>This will typically involve clarification of employee responsibilities, timelines and budgets.</li> </ul>  |
| <b>Share and maintain the plan</b>   | <ul style="list-style-type: none"> <li>Make the plan available to all relevant stakeholders including employees who have responsibilities should specific events occur.</li> <li>The plan should be reviewed and update when needed and relevant stakeholders informed of changes to the plan.</li> </ul>                   |

Common tools used for contingency planning can include the following.

|  |  |
|--|--|
| <b>Brainstorming</b>                                 | Used to help groups of people think 'outside the box' and consider a comprehensive range of risks and solutions.   |
| <b>Risk impact probability charts or risk matrix</b> | Used to assess and prioritise risks based on the severity of the risk and the probability that the risk will occur; these charts use numerical values and colour coded impact ratings. |
| <b>Mind maps</b>                                     | Used to organise and sort information gathered during a brainstorm session on types and probabilities of risks.  |

If you are helping to write a contingency plan, make sure the plan is clear and concise and that the plan follows organisational conventions relating to vocabulary, grammar and formatting.

For example, the generally accepted convention when documenting risks is to identify the:

- event that has an effect on the objective
- cause of the event
- result of the event.

Here is an example:

The lack of engagement of organisational leaders [the event that has an effect on the objective] caused by a failure to effectively communicate the benefits of the strategy [the cause of the event] results in a lack of interest in the diversity champion initiative and a failure to meet the diversity target [the result of the event].

Contingency plans are often never used because the ‘worse case’ scenarios fail to occur. However, contingency strategies and plans are still critically important; planning for future unforeseen events is a complex process with significant strategic implications.

It may be that the failure of a high-profile diversity strategy negatively impacts the company’s reputation. The failure to develop contingency strategies and plans is, in and of itself, a risk to the organisation.

## Example

### Develop a contingency plan

Matt works with a team of managers to develop a contingency plan for each of the diversity and inclusion strategies approved by Sequoia’s Executive management team.

A brainstorming session leads to the identification of a range of potential risks which the team evaluate together. They use a risk impact probability chart to prioritise each of the risks they have identified.

|                       |                      | <b>Consequences</b> |                 |              |                     |
|-----------------------|----------------------|---------------------|-----------------|--------------|---------------------|
| <b>Likelihood</b>     | <b>Insignificant</b> | <b>Minor</b>        | <b>Moderate</b> | <b>Major</b> | <b>Catastrophic</b> |
| <b>Almost certain</b> | High                 | High                | Very high       | Very high    | Very high           |
| <b>Likely</b>         | Moderate             | Moderate            | High            | Very high    | Very high           |
| <b>Possible</b>       | Low                  | Moderate            | High            | High         | Very high           |
| <b>Unlikely</b>       | Low                  | Low                 | Moderate        | Moderate     | High                |
| <b>Rare</b>           | Low                  | Low                 | Low             | Low          | Moderate            |

Once the plan is finalised, Matt uploads it to a shared drive so all employees included in the document are aware of their responsibilities.

## Practice Task 8

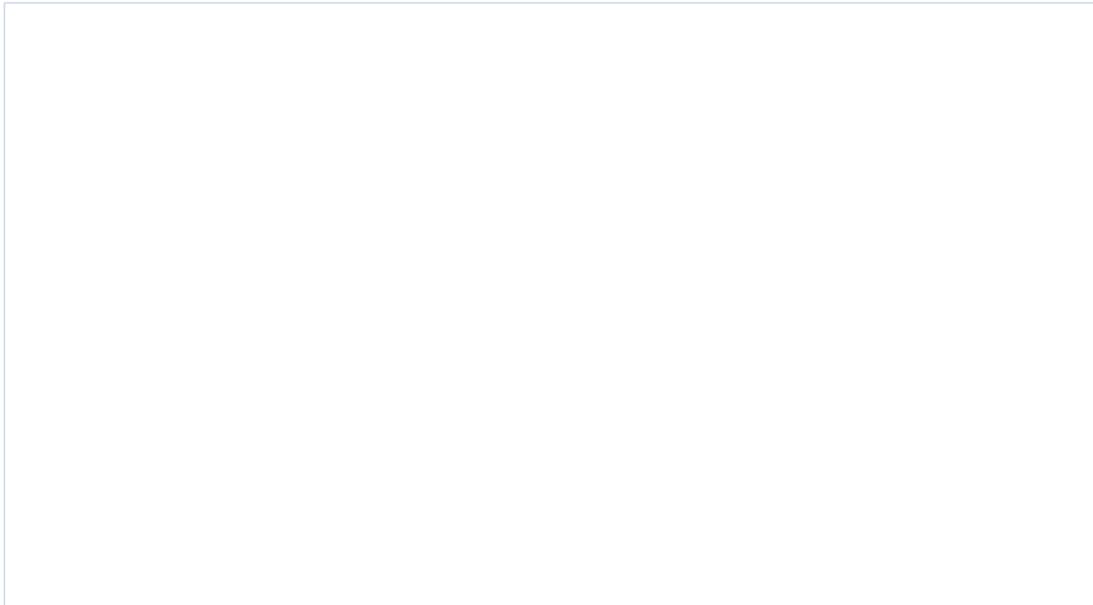
### Question 1

Number each step from 1 to 5 in the order you would follow to develop contingency strategies.

- Outline the actions that will be taken if the unforeseen events occur.
- Review the contingency plan, update it when needed and inform relevant stakeholders of changes to the plan.
- Identify the major risks that could have a negative impact on the direction of the strategy or the organisation.
- Prioritise risks based on the threat they pose.
- Make the plan available to all relevant stakeholders including employees who have responsibilities should specific events occur.

### Question 2

Give two reasons why a risk impact probability chart is useful for the development of a contingency plan.



## Summary

- Organisational objectives are the actions an organisation takes to achieve a goal.
- Objectives are typically phrased as an increase or a decrease.
- The SMART acronym is used to develop and assess the effectiveness of organisational objectives.
- When communicating diversity and inclusion objectives to stakeholders, provide a clear rationale for the objectives and for diversity and inclusion overall.
- Targets need to be developed in collaboration with others in the organisation.
- Evaluating a strategy involves collecting, monitoring and evaluating data.
- An evaluation plan can help to ensure an efficient evaluation process.
- Contingency planning involves four key steps: list key risks, prioritise risks, create contingency strategies and share and maintain the plan.
- Common tools used for contingency planning include brainstorming and mind-maps.

## Learning Checkpoint 2

### Develop diversity and inclusion strategies in collaboration with others

#### Part A

1. Which of the following are planning methodologies that can be used to develop a project plan? Tick all that apply.

- Critical path
- Kanban
- Agile
- Contingency
- Waterfall

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

- a) To identify key risks, multiple people need to be consulted to ensure a comprehensive understanding of potential problems » Yes    » No
- b) Risks need to be prioritised based on what they will cost the company. » Yes    » No
- c) Risk matrix charts can be used to assess and prioritise risks based on the severity of the risk and the probability that the risk will occur. » Yes    » No
- d) Contingency plans need to be extremely detailed and contain terminology and vocabulary relevant to risk management. » Yes    » No

3. Describe the process for evaluating the effectiveness of a diversity and inclusion strategy.

4. Suggest three recommendations that can be made to improve organisational diversity and inclusion strategies.



## Part B

Read the case study and answer the questions that follow.

### Case study

Jacinta works for a national company that specialises in baby equipment and nursery furniture hire. Since opening in 2003, the majority of customers have been new mothers from predominantly white, middle class backgrounds. This is reflected in the organisation's workforce, which is 95% females who share parenting responsibilities.

Over the last 5 years, there has been an increase in the number of fathers, carers, grandparents and families from culturally and linguistically diverse (CALD) backgrounds seeking supplies.

As it stands, the organisation's mission and vision statement reads as follows:

Our vision – to be the 'go to' baby hire company for every parent

Our mission – to support new and expectant parents in providing quality products for their children.

Jacinta thinks that the organisation needs to implement a diversity and inclusion strategy that better reflects their customer base. Jacinta sits down with a team of managers from each state/territory branch and identifies the following diversity and inclusion goals:

- Increase the proportion of job applications from diverse applicants
- Ensure our workforce is reflective of the diversity of our community
- Encourage employees to complete voluntary diversity and inclusion training

Offer more flexible working arrangements to open employment opportunities to those with solo caring responsibilities

1. Write three objectives and targets that Jacinta's organisation can use to enhance the diversity and inclusion of the company.

2. What rationale does Jacinta have for developing diversity and inclusion objectives? Explain your answer.

3. What can Jacinta do to confirm that the diversity and inclusion objectives developed are appropriate? Explain your answer.

4. Briefly outline two techniques Jacinta can use to gain 'buy in' when communicating diversity and inclusion objectives and rationale to relevant stakeholders.

5. Develop three management strategies that Jacinta can implement that support diversity and inclusion objectives and targets.

6. What information can Jacinta use to monitor and evaluate the progress of the organisation's diversity strategies?

