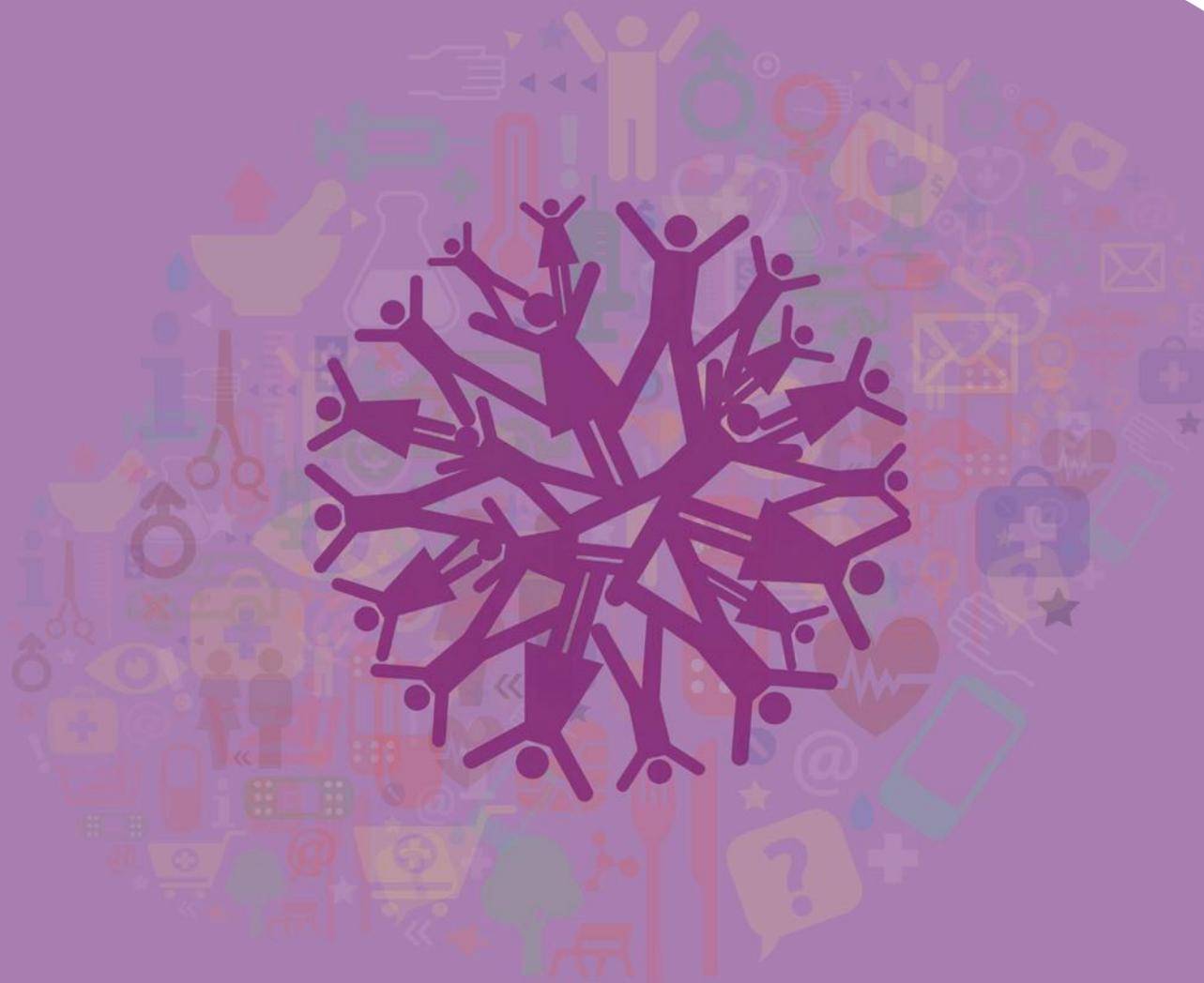


CHCDIV003

Manage and promote diversity

Release 1



Learner guide

CHCDIV003

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Release 1

Learner guide

Aspire Version 1.2



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Version control and modification history

Version	Release date	Modification
Release 1, version 1.1	April 2017	First release
Release 1, version 1.2	January 2019	Minor corrections as part of our continuous improvement program

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Level 1, 464 St Kilda Road
MELBOURNE VIC 3004 AUSTRALIA
Phone (03) 9820 1300

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Contact details

Participant

Name:

Start date:

Phone number:

Email:

Work location

Name:

Address:

Postal address:

Workplace supervisor name:

Phone number:

Fax:

Email:

Registered Training Organisation (RTO)

Name:

Address:

Postal address (if different):

Phone number:

Fax:

RTO contact name:

Mobile:

Email:

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Before you begin

This learner guide is based on the unit of competency *CHCDIV003 Manage and promote diversity*, Release 1. Your trainer or training organisation must give you information about this unit of competency as part of your training program. You can access the unit of competency and assessment requirements at: www.training.gov.au.

How to work through this learner guide

This learner guide contains a number of features that will assist you in your learning. Your trainer will advise which parts of the learner guide you need to read, and which practice tasks and learning checkpoints you need to complete. The features of this learner guide are detailed in the following table.

Feature of the learner guide	How you can use each feature
Learning content	<ul style="list-style-type: none"> ▶ 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 and case studies	<ul style="list-style-type: none"> ▶ Examples of completed documents that may be used in a workplace are included in this learner guide. You can use these examples as models to help you complete practice tasks and learning checkpoints. ▶ Case studies highlight learning points and provide realistic examples of workplace situations.
Practice tasks	<ul style="list-style-type: none"> ▶ Practice tasks give you the opportunity to put your skills and knowledge into action. Your trainer will tell you which practice tasks to complete.
Video clips	<ul style="list-style-type: none"> ▶ Where QR codes appear, learners can use smartphones and other devices to access video clips relating to the content. For information about how to download a QR reader app or accessing video on your device, please visit our website: www.aspirelr.com.au/help 
Summary	<ul style="list-style-type: none"> ▶ Key learning points are provided at the end of each topic.
Learning checkpoints	<ul style="list-style-type: none"> ▶ 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 outlines specific foundation skills noted for your learning in this learner guide.

Foundation skill area	Foundation skill description
Learning	<ul style="list-style-type: none"> ▶ Understanding your job role, organisational procedures and legal responsibilities ▶ Managing your work and seeing how well you are going and making goals for yourself at work ▶ Seeking professional development opportunities for continuous improvement
Reading	<ul style="list-style-type: none"> ▶ Understanding how documents are presented and being able to navigate through documents ▶ Understanding industry- and job-specific terminology ▶ Interpreting key information in relevant documents ▶ Understanding routine workplace checklists and documentation
Writing	<ul style="list-style-type: none"> ▶ Planning, drafting and writing reports and documents ▶ Communicating through written letters, email and online ▶ Recording progress; reporting incidents
Oral communication	<ul style="list-style-type: none"> ▶ Clarifying instructions ▶ Providing information ▶ Supporting others through encouragement, negotiation and conflict resolution ▶ Using body language to model desired behaviour and responding to others' body language
Numeracy	<ul style="list-style-type: none"> ▶ Calculating costs, weights, measurements of height and distance ▶ Interpreting measurements
Teamwork	<ul style="list-style-type: none"> ▶ Working well with other people by cooperating, collaborating, encouraging and building rapport
Planning and organising	<ul style="list-style-type: none"> ▶ Planning your workload and commitments ▶ Implementing tasks ▶ Completing work on time ▶ Knowing how to deal with hazards and risks
Making decisions	<ul style="list-style-type: none"> ▶ Understanding and applying decision-making processes ▶ Reviewing the impact of your decisions
Problem-solving	<ul style="list-style-type: none"> ▶ Identifying problems ▶ Working out how to fix a problem using problem-solving processes and reviewing the outcome
Innovation and creation	<ul style="list-style-type: none"> ▶ Recognising opportunities to develop and apply new ideas ▶ Generating ideas by thinking of new ways to do something ▶ Making suggestions to improve work

Foundation skill area	Foundation skill description
Technology and digital literacy	<ul style="list-style-type: none"> ▶ Efficiently using digitally based technologies and systems correctly and safely ▶ Accessing, organising and presenting information ▶ Using equipment correctly and safely

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 outcomes	Rate your confidence in each section
Topic 1 Research diversity in the workplace	1A Collect and evaluate quantitative and qualitative workplace diversity data	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1B Identify and analyse potential benefits of diversity in relation to the workplace objectives	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1C Analyse how current diversity practice matches workplace objectives	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 2 Foster diversity	2A Provide a role model for others that demonstrates respect for diversity	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2B Assist colleagues to accept diversity of colleagues and clients	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2C Develop and plan work practices that show respect for workplace diversity	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2D Identify and adapt professional development opportunities to address the needs of a diverse workforce	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident

Topic	Key outcomes	Rate your confidence in each section
	2E Generate a supportive workplace by valuing and promoting the benefits of a diverse workforce	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2F Identify and use diversity factors to address diversity objectives of the workplace	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2G Value and encourage collaboration and the experience of working with diverse clients and colleagues	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 3 Adapt communication strategies	3A Use communication strategies to meet the diverse needs of individuals within the workplace	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3B Implement tailored communication strategies for individual and group needs	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3C Identify and/or develop and use resources that facilitate effective communication	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3D Reflect on use of communication strategies with regard to workplace potential improvements	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 4 Contribute to workplace diversity policies and procedures	4A Develop and document diversity strategies in consultation with stakeholders	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	4B Advocate for diversity strategies to be implemented in accordance with workplace policies and procedures	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	4C Develop measures for evaluating the outcomes of workplace strategies, policies and procedures for diversity	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	4D Report on workplace diversity strategies within appropriate context	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident



Topic 1

In this topic you will learn how to:

- 1A Collect and evaluate quantitative and qualitative workplace diversity data**

- 1B Identify and analyse potential benefits of diversity in relation to the workplace objectives**

- 1C Analyse how current diversity practice matches workplace objectives**

Research diversity in the workplace

Now, more than ever, organisations must be in tune with their workforce. The diversity of employees and customers has grown exponentially in the past 20 years. There are many reasons for this, and employers need to ensure they are developing a workplace culture of inclusion – or they will be left behind.

Researching how an organisation fits in with their local community, what their ratios are in comparison to the rest of the world and how they measure up in regard to diversity and inclusion is paramount.

Diversity comes in many forms. It can be as simple as how old you are, or as complex as how we think. Collecting information on workplace diversity will be the key to unlocking the potential of your workforce.

1A Collect and evaluate quantitative and qualitative workplace diversity data

The term diversity is used when we discuss significant differences between people. For a workplace, having a variety of people working for you means each has to be respected and appreciated for their uniqueness. Leaders must ensure they have an excellent awareness of cultural differences, cultural safety and possess a high level of cultural competence.

The key areas of diversity must be understood and diversity practices should be embedded into the culture of the workplace.



Quantitative data (numbers) from the workplace will help leaders understand specifics of their worker demographics, whereas qualitative data will help understand their thoughts and feelings. Both types of data are important to gain a clear insight into the diversity of your workforce.

Once this insight is obtained, it will assist in creating the best approach to ensuring an inclusive and open-minded workplace that encourages and celebrates differences.

Concepts and definitions of diversity

People learn from each other's different experience and skills. Interacting with diverse people tends to generate knowledge and innovation. Diversity challenges people's assumptions and makes them think differently about the world around them. Within workplaces, human difference is essential. Different people are good at different things and a workplace needs a wide variety of skills.

Australia has a very diverse workforce that reflects the variety of people who make up the Australian population. Australian employers recognise the value of having a diverse range of employees. Australian employers are prohibited by law from denying anyone employment based on gender, disability, race or religion. In your work life, you will encounter colleagues of different ages, races, religions and levels of expertise or ability.

Work together

Human differences play an important part in determining the culture of a workplace. Workplace culture and practices can change dramatically according to the diversity of people working in the workplace.

Some workplace cultures expect newcomers to adopt their ways of thinking and practices so that they are absorbed into the dominant culture. This can be very unfair on the new employee.

No-one should be required to give up their beliefs or values in order to fit in with a group of people.

In fact, your organisation may have employed a person specifically because they have different practices and ways of looking at things, that existing employees can learn from. On the other hand, a workplace may expect certain work practices to be adhered to as part of the defining characteristics of that workplace.

Australia has a very diverse workforce, and employers often recognise the value of having a diverse range of employees when it comes to teamwork and the ability of employees to work with and support each other.



Factions

Factions can arise when employees divide into subgroups based on similar beliefs or characteristics. Often this process means that people take sides over workplace or social issues.

Factions can be destructive when members are expected to adhere to the group mentality, regardless of whether they actually agree with it. Factions can exert a form of peer pressure that urges total conformity or punishes people by leaving them out of the group. Alienated members may find it difficult to work cooperatively and effectively, while members adhering to group mentality, despite their misgivings, can be stressed and anxious. This can result in a reduction in productivity.

One faction's set of values or opinions are not necessarily better than those of another. Unfortunately, ongoing arguments, and problems arising from an organisation dissolving into factions, can cause great damage to an organisation that depends on cooperation and a common goal. When faced with a factional organisation, it is best to keep an open and independent mind.

Prejudice and stereotyping

Prejudice is an opinion or attitude that is based on a preconceived idea, rather than experience or fact. Prejudice involves believing something about a situation or person before knowing enough about that situation or person to make appropriate judgments. Prejudice is unfair and inappropriate.

Stereotyping is the process of unfairly or incorrectly making assumptions or generalisations about all the people within a certain group. Saying or believing that 'all women want to have babies', or 'all men are the major income earners in their families', is stereotyping those people.

A person from one type of community group does not necessarily represent that entire group. Prejudice and stereotyping are always unhelpful, whether they relate to gender, age, ethnicity, personality type, visual appearance or physical features, dress standards, personal interests or differences, or any form of diversity.

Discrimination

Discrimination is when a person is treated less fairly than another person because of some difference. For example, if a workplace plans a social outing or team-building exercise that requires people to play sport, this may discriminate against people with a disability.

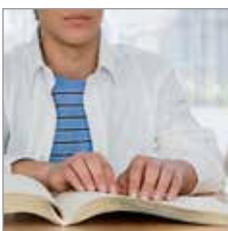
Discrimination can occur when rules or conditions made for everyone have an unfair effect on some people because of their different circumstances. Here are three examples of discriminatory behaviour in the workplace.

Discriminatory behaviour



Work hours

A manager decides to change the commencement of shift hours from beginning at 9.00 am to beginning at 8.00 am; this might indirectly discriminate against employees with family duties, as it makes it harder for parents to work around school hours.



Information format

Providing only written material may discriminate against employees who are vision impaired.



Scheduling

Conducting a test on a particular day may discriminate against employees who have to attend religious duties on that day.

Discriminative humour

Seemingly harmless joking based on a person's race, sex, religion, sexuality or appearance is a form of discrimination. The victim of the jokes is being treated less fairly than other people. These types of jokes hinder, rather than promote, understanding because they can be demeaning to the people concerned. Most humour of this sort, including mimicry of a person, is based on prejudicial and discriminatory stereotypes. This sort of humour can be extremely hurtful to individuals, and it unacceptable both in and out of the workplace.



Positive discrimination

Positive discrimination is the term used to describe the practice of allocating perceived privileges or advantages to otherwise disadvantaged or under-represented groups. Positive discrimination is also known as reverse discrimination or affirmative action.

The theories behind positive discrimination are complicated and a source of ongoing debate. The principal idea is that under-represented groups have been disadvantaged throughout history and deserve some redress or balancing out. For example, many people are very concerned that there are very few women in Australian parliament, while females total more than half of the Australian population. They believe facts like these point to oppression and prejudice that should no longer be tolerated. Other people believe under-represented groups are given an unfair advantage because of positive discrimination programs. Another example of positive discrimination is shown here.

Diversity policy excludes qualified job applicants

An organisation's diversity program may include hiring a certain percentage of Asian males, because this group is under-represented in the employee demographic.

In such a situation, a well-qualified woman might be turned down in favour of a less qualified Asian male to adhere to the positive discrimination policy.

Key areas of diversity

Diversity brings together different points of view, ways of doing things and methods of solving problems. This can result in improved products and services, and/or enhanced productivity.

Valuing and accommodating diversity means we avoid stereotypes and prejudices, and do not discriminate against people. Many organisations implement diversity policies that provide guidelines and encourage staff to embrace diversity.

Key areas of diversity include:

- ▶ generational
- ▶ gender
- ▶ culture
- ▶ race
- ▶ ethnicity
- ▶ religious or spiritual beliefs
- ▶ disability
- ▶ intersex
- ▶ sexual orientation/sexual identity.

Culture and ethnicity

Culture refers to the social behaviour, lifestyle and characteristics that describe a group of people. Cultural references often relate to a person's ethnicity, from which their cultural customs emerge. Cultural aspects may include religion, interpersonal practices, types of celebrations, health care, hygiene, manners, family relationships, decision-making and personal presentation.

Ethnicity, although closely related to the culture of a person, stems more from race (where a person originated from). You may have been born in Australia or another country, but your ethnicity is where your family originates from and the culture they have been brought up with. This can go back many generations and each ethnicity can have a different culture. Your ethnic background refers more to the characteristics of a group of people with a shared past and culture. It has more to do with social traits than physical attributes of race.

Traits of ethnicity include:

- ▶ tribes
- ▶ shared language
- ▶ shared traditions
- ▶ nationality
- ▶ religious or spiritual beliefs.

Australian culture

Australian culture is made up of Indigenous Australian cultures, Anglo-Celtic culture (due to Australia's history of British settlement) and a diverse mix of cultures from all over the world. Cultural diversity grew in the post-war period of migration, and continues to grow as more people born overseas migrate to Australia. Immigrants come to Australia for a range of reasons; other people immigrate because they believe they can make better lives for themselves in Australia, while some are trying to escape war-torn countries, or political and social persecution. Consequently, a unique culture has developed in Australia as a result of these different cultures converging.

Immigrants come from a wide range of social, technological, industrial, political and economic backgrounds. The diverse skills and experiences they may bring to their work can make them very valuable employees.

Australian immigration statistics

- ▶ More than six million people have immigrated to Australia since 1945.
- ▶ 23.1 per cent of the Australian population in 2001 was born overseas.
- ▶ 43 per cent of the Australian population has at least one parent born overseas.
- ▶ Within the workforce, approximately one-quarter of employed people were born overseas.
- ▶ Nearly one-third of small businesses are owned and operated by immigrants.

Race

Most people think about race in terms of physical differences, such as how people or groups of people look. Cultural practices can also affect people's ideas about race.

A person's race is determined by their ancestry and/or their genetic background, and cannot be changed by culture or ethnicity. For instance, you may be Caucasian (a person of European origin, or white) but come from an Italian background. Someone with an Italian background may have completely different cultural practices to a Caucasian that originates from England.



Race divides people into categories depending on physical characteristics. This is usually dependent on the genetic makeup of their ancestors.

Within the workplace, you may come across many people whose different appearances, languages and birthplaces indicate that they belong to a certain race. Many people will also look at you as representative of a certain race. It is important that these differences and representations do not become a problem because of prejudices or stereotypes that some people have about race.

Racism

Racism is the notion that a particular race of people is superior or inferior to another race of people. Racial vilification refers to behaviour that insults individuals and groups on the grounds of their colour, race, ethnicity or national origins. This includes racist jokes and racially offensive terms, stereotyping, provocative media reporting, historical revisionism and racist hate propaganda. Many countries have legislation prohibiting racism.

In the workplace, racism causes conflict and problems, preventing employees from contributing as effectively as possible. The reputation of an organisation can suffer if it is known to have racist attitudes.

Disability

In your workplace, you and your work colleagues will all have different physical characteristics and abilities. Some people will be better suited to some tasks than others. In some cases, physical characteristics may impair or compromise the abilities of the person, which may be referred to as a disability.

According to Australian law, disability includes physical, intellectual, psychiatric, sensory, neurological and learning disabilities such as dyslexia. It also includes physical disfigurement and disease. About 20 per cent of the Australian population is disabled in some way. There are many different types of disability, with varying degrees of severity. A disability can result from an accident, a genetic disorder, infection, birth or a psychiatric condition.

Worries and preconceived notions about persons with a disability may lead to discriminatory practices for the reasons described below.



Stigma

There can be a lot of stigma surrounding disabilities, and employers sometimes avoid hiring people with disabilities because they feel uncomfortable talking about the person's needs and feel embarrassed and awkward.



Misconception

People can also equate disability with lack of ability, or worry about how people with disabilities would fit into the existing team and the expense of accommodating employees who are disabled.



Dealing with change

Existing employees may also be nervous around, and resistant to, making changes to accommodate people with disabilities.

Disability-friendly workplace

If a person with a disability is employed by an organisation, the employer may need to make some workplace changes so that the employee can best perform their job. Employers are not required to make workplace changes if it would cause major difficulties or unreasonable costs. This is called ‘unjustifiable hardship’. However, employers would need to show how making those changes would cause such hardship.

Your organisation may implement policies and procedures that make the workplace more accessible for disabled clients and customers. Making the workplace accessible means taking steps to ensure that all people can participate fully in the workplace, regardless of whether they have a disability or not.

Organisations that have addressed accessibility may have looked at a number of workplace features and situations, such as those shown here.

<p>Physical access</p>	<p>Communication</p>
<p>Physical access, including the layout of a building; fittings such as doorways, stairs, furniture, and kitchen facilities; appropriate lighting and signage.</p>	<p>Communication, including use of appropriate formats, use of interpreters and other spokespeople; provision of supportive communication devices such as telephone typewriters (TTY).</p>
<p>Training and accountability</p>	<p>Assistive technology</p>
<p>Training and accountability, including ensuring that everyone within the organisation is aware of the organisation’s policies and procedures regarding disability and diversity.</p>	<p>Assistive technology, such as speech recognition programs, screen readers, touch screens, keyboard and mouse alternatives.</p>

Mental abilities

Mental or cognitive ability means how well a person is able to understand and process information, as well as understand the consequences of their own behaviour and decisions. It involves memory, focus, attention, awareness, logic and reason, as well as self-awareness.

People's abilities differ. Some are better at numerical problems than language or word problems. Some may have high recall abilities, while others are slower with information processing. People who don't have high levels of mental ability are often very capable in other areas. Sometimes a person's mental ability is affected by an intellectual disability or impairment, or by disorders or diseases such as autism or Alzheimer's disease. Finding out how people think is a good way of assessing how to allocate tasks in the workplace.

Learning styles vary from person to person, too. People may be visual, auditory or kinaesthetic learners. Catering to a client's preference for comprehension and learning will help make your dealings with them more effective.

Mental ability is often judged by a person's:

- ▶ spatial reasoning
- ▶ numerical reasoning
- ▶ verbal reasoning
- ▶ logical reasoning.

Religious or spiritual beliefs

Many different religions are followed in Australia, such as Buddhism, Christianity, Hinduism, Islam, Judaism, Paganism, Shinto and Sikhism. People in Australia are free to practise any religion they find appropriate to their beliefs, faith and values, and have the right to express those religious beliefs or to practise no religion at all.

Religion can play a part in diet, dress and how a person chooses to be administered health care. It can also influence how people approach events like births, deaths, birthdays, anniversaries and marriages. Some religions also have taboos (restrictions or bans) on certain things, issues or people. Some guidelines for handling religion in the workplace follow.

Religion in the workplace

You should only need to ask a person about their religious habits if it affects the way you provide service to them or you are required to by law.

A person's religion, or lack of one, should never be a source of hostility or antagonism, or used as a means to discriminate against them.

Many workplaces cater to employees' religious beliefs by providing prayer rooms and approving leave to observe religious holidays, festivals and celebrations.

Despite what you know of another person's religion, you should never make assumptions about an individual's religious practices.

Gender, including transgender

A number of issues relate to a person's gender and these must be acknowledged and dealt with sensitively in the workplace. Until the twentieth century, most males and females in Australia were separated by work and domestic duty roles. Australian society now strives for equality between the sexes. Gender equity means, that no matter what sex you are, male, female or transgender, you have access to the same pay, resources and opportunities.



While there are still elements of society that conform to gender stereotypes and expect others to also, there are no longer laws that prevent females from accessing advantages traditionally only accorded to males. Equal rights are protected under the *Sex Discrimination Act 1984* (Cth). People who discriminate against women should understand that national laws override cultural or religious doctrine.

Many people from different cultures and religions may uphold traditional gender roles and values. It may be hard for some older people to accept change, and it may be hard for some younger people to accept habits of stereotyped behaviours from older workers. We must all work together to ensure the workplace is fair for everyone, and our laws provide a framework for this to happen.

Intersex

Intersex is a term that describes a person that does not conform to the traditional physical characteristics of male or female. The difference can be physical, chromosomal, hormonal, or genetic. These differences do not necessarily need to be 'fixed', just understood. Corrective surgery in some cases may help, but in a lot of cases simply acceptance that this is another type of human being is enough. Being intersex can be a small part of someone's life and must be considered just another aspect of the person – just as race, culture and ethnicity is. Discriminating against a person because they are intersex is the same as any type of discrimination. Being intersex may not even be considered an issue for some intersex people, therefore why should it be to anyone else?

What some people call 'abnormalities' at birth may be 'corrected' due to parent preferences or religious beliefs, but this can risk misgendering the person. Like any person that society considers to be different from the norm, instead of thinking of it as abnormal, we can simply stop trying to put labels on people and consider everyone as just that – people.

Sexism

Sexism is a behaviour that demeans or discriminates against people based on their gender. Sexism involves a lack of respect for the qualities of individual human beings. It reduces humans to sexual and gender stereotypes that usually focus on traditional gender roles, or the person's sexuality. People who behave in a sexist manner are usually trying to assert their superiority or dominance over others, and prefer people to conform to traditional roles.

Sexism is also noticeable when issues such as pregnancy and family duties arise and affect an employee, for example, breastfeeding a baby in public.

Regardless of the culture of your workplace, or the way you were raised, you will work more effectively with colleagues and external customers if you do not display or condone sexist behaviour.

Sexism can be perpetuated in the terms we use to describe people and things, and sexist comments are considered demeaning. Some examples for both men and women follow.



Women

- ▶ Women are degraded by terms such as 'chick' and 'bimbo'.
- ▶ Referring to women as 'girls' suggests they can't look after themselves or be responsible for their own behaviour.



Men

- ▶ Men are degraded by terms such as 'macho' and 'muscles'.
- ▶ Referring to men as 'boys' suggests they can't look after themselves or be responsible for their own behaviour.

Generational

Organisations are usually made up of people of varying ages. If you work specifically with people in a particular age group, for example with the aged, you will need to be aware of the particular needs of that group. However, even in specific roles such as these, you will still need to liaise with your colleagues and the families of your clients.

Within your organisation, you will work with people older, younger and the same age as you. Their work experience and skills will vary, as well as their values and lifestyles.

Everyone needs to learn new skills regardless of their age. Most workers need to continually update their information technology skills by learning about new program operations, software packages and communication technologies. It can be difficult to keep up with every new development. Younger people generally find it easier to adapt to new developments because they have been born into a period of great technological advancement, while some older people may find it more challenging.

There are now four typical names or labels for the different generations over the past 70 years. Each generation have had different advantages and disadvantages that has shaped and moulded the way they think and behave – it is another aspect of how people deal with each other.

Typical generations

Here are some details about the four typical generations (referred to by their label or nickname), their experiences and likely characteristics.

Baby Boomers

Born 1946–1964

Experiences:

- ▶ Vietnam War
- ▶ Cold War
- ▶ Man walking on the moon
- ▶ Television

Characteristics:

- ▶ Non-conformist
- ▶ Hard workers
- ▶ Independent
- ▶ Goal-oriented
- ▶ Financially secure

Generation X

Born 1965–1980

Experiences:

- ▶ Political unrest
- ▶ Economic decline
- ▶ Families split by divorce
- ▶ Computers and high-speed copiers
- ▶ Travel being more accessible

Characteristics:

- ▶ Likes structure
- ▶ Tends to be time-poor
- ▶ ‘Work smarter not harder’ attitude – then works harder
- ▶ Become parents at an older age
- ▶ Well-educated

Generation Y (also known as Millennials)

Born 1981–1994

Experiences:

- ▶ Worldwide terrorism
- ▶ Global financial crisis
- ▶ Technological boom
- ▶ The internet
- ▶ Mobile phones
- ▶ Information overload

Characteristics:

- ▶ Tech savvy
- ▶ Demands work–life balance
- ▶ Confident and ambitious
- ▶ Work has to have meaning
- ▶ Not afraid to question authority

Generation Z

Born mid or late 1990s, or from the mid-2000s to the present day.

Experiences:

- ▶ Social media
- ▶ Globally connected
- ▶ Changing household structures
- ▶ More culturally diverse
- ▶ Huge consumerism

Characteristics:

- ▶ Little known yet
- ▶ In the workforce by the end of 2020
- ▶ Will be in job roles not created yet

Sexual orientation/sexual identity

Sexual orientation refers to a person's sexual preference. Homosexuality, bisexuality and heterosexuality are some common terms used to describe people's sexuality.

Prejudice and fear of homosexuality can create an environment where gay or lesbian people feel they need to hide and lie about their sexuality in order to fit in with their heterosexual colleagues and customers. Openly gay or lesbian people may be subject to hostility.

Discrimination against people on the basis of their sexuality, sexual preference or sexual orientation in many areas of life, including employment, provision of goods and services, education and membership of clubs, is now illegal in all states and territories of Australia. It is also illegal to ask for information about a person's sexual orientation if the information will be used to discriminate against that person.

Federal industrial relations legislation prohibits workplace dismissals and discrimination on the grounds of sexual preference.

Generally accepted definitions of sexual orientation are described below.

Heterosexuality

- ▶ Heterosexuality involves a preference for another sex.

Homosexuality

- ▶ Homosexuality involves a preference for the same sex. The term 'homosexual' may be considered offensive and the term 'gay' is often preferred.

Bisexuality

- ▶ People who describe themselves as bisexual have sexual relations with people of multiple sexes.

Workplace diversity data

Quantitative data is information that is represented in numbers. For instance, how many people do we employ that are aged between 30 and 40? It is about quantities – how many, how much, how often.

Qualitative data on the other hand deals with the quality. This information is too hard to measure in specific numbers. Examples of qualitative data may be getting opinions; for example, how soft is your skin or when is the best time to go on holidays? It may involve more of an opinion than a solid fact, even though it may be considered a fact to you. Motivations and underlying beliefs and attitudes can be uncovered with qualitative data collection.

A mixture of both data collection methods can give you a more rounded understanding of the subject you are researching. The main objective when researching workplace diversity is how we can use the information to better understand our workforce and help us make better decisions for the enhancement of the organisation.

Collect quantitative diversity data

When you are dealing with quantitative data, the results can be collated from information already collected or information specifically requested. For instance, a company could obtain data from their payroll department in regard to gender, age, or location of their employees. When it comes to ethnicity, culture, religious beliefs or sexual orientation the business would have to ask their employees to complete a survey. For privacy reasons, you would expect the survey to be anonymous, as well as optional, considering the personal nature of the survey.

The collection of this type of data can be an effective tool in analysing whether the organisation is complying with performance criteria set out in their workplace diversity and inclusion plan. One of the criteria set out in the plan may be that all employees must complete diversity training at least once a year to learn about cultural differences. Collecting data on whether this has been complied with would easily be accessed from employee records. Some ways to collect quantitative data follow.

Ways to collect quantitative data

- ▶ Surveys with closed questions
- ▶ Data downloaded from information systems
- ▶ Interviews with closed questions

Collect qualitative diversity data

When collecting information about diversity, qualitative data refers to information on attitudes, opinions and thoughts. This data will allow you to look at the behaviour of people and get a better understanding of their behaviours. Through this understanding organisations can create a workplace that has a more inclusive culture with targeted diversity plans and programs.

Disadvantages of qualitative data collection

- ▶ It can be expensive to ensure a good sample size
- ▶ It tends to be a smaller sample size therefore may be less representative of the complete population
- ▶ It can be highly subjective because of differences of opinions
- ▶ Generalisations are not able to be made due to the size of the sample and answers that vary - specific numbers would be sighted no percentages
- ▶ Results can vary widely depending on the skills of the observer/interviewer

Analyse workplace diversity data

Whether you have collected quantitative or qualitative data, it will need to be analysed. An analysis is undertaken so you are able to report findings and make decisions – decisions that can be backed up by solid data. Analysis allows an organisation to form policy, procedure and plans that reflect the needs of the business, community and overall population.

Your analysis will allow you to make generalisations and summaries from the information collected. It will allow a business to target areas that may need development and will highlight areas of concern, such as where the policy and/or procedure is either not being followed or understood.



Example

Diversity as a strategic business priority

A large care service organisation has made diversity a strategic business priority. As part of its overall corporate strategy, to promote a diverse and inclusive work environment, the organisation has been collecting and tracking workforce survey data to help it design and pilot innovative initiatives. This program connects the firm's senior leaders with employees of diverse backgrounds and varying levels. Through one-on-one, face-to-face interactions, employees receive invaluable professional development advice, while leaders gain perspective on diversity issues and experiences in the workplace that differ from their own.

Participants also help to develop strategies for creating a more inclusive work environment, enhancing communication and building relationships among staff.



Practice task 1

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

Case study

A community service organisation prides itself on its equal opportunity policy and procedure. They are aware of a significant gender imbalance in their industry, with very few women occupying senior management positions. They have a policy of equal opportunity, but also have a diversity plan that states by the beginning of 2016 they expect 50 per cent of their employee will be female, and that females will occupy 50 per cent of management positions. They also have a plan that all of their employees will be on the same rate of pay, no matter what gender they are.

At the end of January 2016 the human resources department is tasked with completing an analysis of the employment status and pay rates of their employees. The following information was discovered:

- ▶ Out of the 10 management positions available in the organisation, 90 per cent were male.
- ▶ The percentage of male employees to female employees was 23 per cent.
- ▶ 13 male employees were on higher wage rates than their female counterparts.

The following information was not included in the statistics, as they were using qualitative data only:

- ▶ Not many females applied for the positions of managers and the ones that did turned down the position offered.
- ▶ Again, the number of females applying for jobs was less than males. The females that had the experience and knowledge required for the position were hired.
- ▶ The male employees that are paid more have more experience and knowledge than the female employees.

1. What does the data in the case study indicate about whether the organisation achieved their objectives?

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2. What does the qualitative data indicate?

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Click to complete Practice task 1

1B Identify and analyse potential benefits of diversity in relation to the workplace objectives

Diversity is an ongoing issue. Society and the people who make up different societies and communities continue to change. The skills and technology that people find necessary today may not be relevant in 50 years. Young people grow older, politics and social values evolve and consumer trends cannot be predicted. It is worth investing time and energy into learning how to accommodate and adapt to different people and different practices. Working effectively with diversity brings many advantages to workplaces and their workers.

Advantage of diversity in the workplace include:

- ▶ maximises the use of the Australian workforce
- ▶ increases awareness of other cultures and the competitive advantage of an organisation
- ▶ promotes greater access to markets in a global economy
- ▶ encourages open, innovative approaches to change – differences are the basis for business innovation and growth
- ▶ improves social justice and equal opportunity – which are legislated under Australian law
- ▶ ensures that a variety of ideas, skills, knowledge and talents is demonstrated for others to learn by
- ▶ capitalises on the array of skills, expertise, values and perspectives in the Australian population
- ▶ uncovers opportunities
- ▶ helps to prevent ‘group think’, which can lead a project into stagnation and ignore more effective alternative approaches to the work
- ▶ can help avoid conflict between colleagues.

Use diversity to benefit the workplace

Your workplace may be made up of people who are different from you in a number of ways. It is useful to understand how this diversity can benefit the workplace, and how you can harness the different qualities, skills and experience of the people around you to accomplish goals and meet any challenges set for the team.

In using diversity to benefit the workplace you need to support rather than simply tolerate, and create trust rather than resentment. Look at the best person for the job, regardless of what they look like, where they are from or what status they have inside or outside of the organisation. By building workplace relationships and getting to know people on a personal level you will come to understand each person’s individual talents and skills.



Practice task 2

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

Case study

Noel works at an organisation that caters to the needs of disadvantaged older people. The organisation, Adults in the ‘Hood, tries to provide access to food, clothing, housing and health care to financially disadvantaged and homeless older people. Noel’s team consists of volunteers who come into the centre to work on a fortnightly basis. They take turns serving at the centre’s lunchroom, working in the second-hand clothing store and working within the hostel that provides overnight shelter to the homeless. Sometimes the people who come into Adults in the ‘Hood just need someone to talk to, someone who will listen and understand. Often these people have serious health issues and a history of family and social problems.

Many staff members have been complaining that they are dissatisfied with the tasks they have been allocated and are bored or are finding the tasks far too difficult to handle because of their lack of experience or expertise, even though they still want to help.

Noel wants his team to:

- ▶ reallocate staff so that everyone is undertaking tasks appropriate to their individual talents
- ▶ teach two newcomers about the activities of Adults in the ‘Hood and what they can expect from their clients
- ▶ make the workplace more accessible to the increasing number of disabled clients who have started coming in for lunch
- ▶ provide classes for their clients in literacy, language, budgeting and art.

The volunteers at Adults in the ‘Hood come from a diverse range of backgrounds and have many different experiences and skills. However, after some team discussion about their experience, skills and interests they are able to allocate appropriate tasks to each person.

1. What sort of people would be appropriate to undertake each task in Noel’s list of objectives?

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2. What experience or expertise might each person need to successfully fulfil the tasks?

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Click to complete Practice task 2

1C Analyse how current diversity practice matches workplace objectives

A work plan sets out the aims, goals, targets or objectives of the workplace. From the objectives, tasks can be determined and allocated to individual team members depending on their talents, skills, experience and expertise. Analyse what skills are needed, and identify and document opportunities where the team members' individual differences can be best used. Often the very existence of the person's difference from others will show you how to assess their strengths. Understand and take advantage of the diversity of skills and knowledge within your workplace and your team will maximise the effectiveness of the team, and eventually the whole organisation will benefit.

When identifying opportunities to use diversity, acknowledge and remember the features of the person's character that make them valuable to the organisation and the team. Here are some examples:

- ▶ Make good planners, communicators, decision-makers and problem-solvers
- ▶ Can be creative in their problem-solving
- ▶ Can counsel and mediate between employees
- ▶ Can be persistent and determined in getting the job done
- ▶ Strive to succeed against all odds

Diversity practices

For any workplace to be truly diverse the attitude must come from the top. This means the organisation must ensure their policies and procedures are explicit in how diversity is nurtured and encouraged. Work plans, goals and objectives all must be congruent with the vision and mission of the organisation. If the vision and mission of the organisation does not align with diversity goals it will be doomed from the beginning.

Learning to deal with differences within the workplace will improve your communication, tolerance and acceptance of other people. This will lead to new experiences, better relationships and a richer life.

When we increase our knowledge of others our perception of the people around us and our own expectations may change for the better. When dealing with differences in a social context we are more likely to be open minded and more flexible in our expectations.

Here are some diversity practices and their explanations.

Recruitment practices

- ▶ Recruitment practices should not unknowingly present barriers to diversity. This means regularly looking at when and how recruitment is taking place.

Advertising practices

- ▶ Ensuring no advertising is stereotyping when it comes to diversity. Even using a woman in a role as a typical homemaker can put a company in the wrong light.

Breeding a culture of inclusion

- ▶ Ensuring a diverse workplace is making the most of their talent and differences will take, creativity, innovation and a top down approach. The attitudes must be seen and practiced at all management levels to ensure the culture succeeds.

Celebrating differences

- ▶ Celebrating and acknowledging our differences fosters a more understanding and respectful workplace.

Encouraging learning

- ▶ Sometimes the best way to learn and understand the differences we have is by attending formal training and education. Workplaces that offer this training are opening a door to inclusion and acceptance

Instigating knowledge transference

- ▶ In some instances the workplace is the only place where a person is exposed to other cultures. An organisation that encourages learning off each other and understanding our differences, the more open minded the workforce will become

Work effectively in a diverse work environment

Here are some strategies that you can use when working with a diverse group of people in a workplace.

- ▶ Provide opportunities for individuals to discuss workplace objectives as they are allocated, implemented or formulated. This will help everyone understand how and why the objectives are set, what is expected of people, and give people a chance to contribute and to express their opinions.
- ▶ Encourage people to outline what needs to be done to meet the workplace objectives.
- ▶ Identify the individuals that could best carry out each task.
- ▶ Encourage each individual to make an effort to negotiate differences and recognise and respect others' expertise, working and interpersonal style and work practices. This will help people to work effectively together and avoid disruption within the workplace.
- ▶ Encourage people to plan and work around the qualities exhibited by individuals. Think of the characteristics that are the basis for differences between people. What challenges have people had to overcome to accept their own differences from other people, or have their differences accepted by others? What skills or qualities have been gained from overcoming these challenges and experiences that can contribute to a more effective workplace?



Example

Work with the qualities exhibited by colleagues

Simon currently works as an orderly in a rehabilitation hospital and comes in contact with a number of patients who have suffered brain damage and are now prone to sudden fits which may include throwing their arms around violently. Simon’s previous job was in the military working closely with return service men who were suffering from post-traumatic stress that also displayed violent fits. He noticed very similar body language and eye movements in both the patients and the return service men before they experienced a violent fit and used his skills to become a calming influence on the patients before their behaviour escalated out of control. The hospital was unaware of his previous experience and surveyed all their staff to discover what other hidden talents staff may have.



Practice task 3

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

Case study

A local community service organisation had a very diverse workforce. Diversity is nurtured and encouraged. The CEO is an immigrant from South Africa and has a very open and specific policy on diversity. To ensure these practices were actually being implemented he requested the human resources department to complete a survey to gather quantitative data and complete interviews to collect qualitative information.

The survey of all the staff recorded the following information:

Gender		Nationality		Age		Disability		Languages	
Males	45	Greek	17	20–24	3	Physical	1	English	50
Females	6	Vietnamese	12	25–34	18	Intellectual	2	Mandarin	7
		Australian	10	35–44	25	Sensory	1	Italian	1
		Chinese	5	45–54	2	Cognitive		Greek	21
		Italian	1	55–59	1	Neurological	1	Vietnamese	15
		Other	5	60–64	1				
				65 and over	1				

They also completed one-on-one interviews with every staff member to gauge what their workforce thought of their diversity practices. As far as the staff were concerned, everyone got along well and there were no tensions in the workplace. If there were any disagreements they seemed to be dealt with in a way that respected both parties and did not leave any tensions to be dealt with later. They all enjoyed the monthly cultural celebration where one day everyone bought in a dish from their country to share with the rest of the staff. Other celebrations were suggested and implemented by different staff members every month. Denny, who has a neurological condition was delighted when he was asked to do a presentation on his condition so everyone understood it better.

1. What indicates that this is an inclusive workforce?

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2. How does the quantitative data indicate a diverse workforce?

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Click to complete Practice task 3

Summary

1. The term diversity is used when we discuss significant differences between people. For a workplace having a variety of people working for you means each has to be respected and appreciated for their uniqueness.
2. Leaders must ensure they have an excellent awareness of cultural differences, cultural safety and have a high level of cultural competence.
3. The key areas of diversity must be understood and diversity practices should be embedded into the culture of the workplace.
4. Workplace culture and practices can change dramatically according to the diversity of people working in the workplace.
5. Diversity brings together different points of view, different ways of doing things and different methods of solving problems. This can result in improved products and services, and/or enhanced productivity.
6. The main objective when researching workplace diversity is how we can use the information to better understand our workforce and help us make better decisions for the enhancement of the organisation.
7. It is worth investing time and energy into learning how to accommodate and adapt to different people and different practices.
8. Understand and take advantage of the diversity of skills and knowledge within your workplace and your team will maximise the effectiveness of the team, and eventually the whole organisation will benefit.
9. When identifying opportunities to use diversity, acknowledge and remember the features of the person's character that make them valuable to the organisation and the team.

Learning checkpoint 1

Research diversity in the workplace

This learning checkpoint allows you to review your skills and knowledge in researching diversity in the workplace.

Part A

1. Explain the difference between quantitative and qualitative data in relation to diversity.

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2. People with similar beliefs or characteristics can form factions in the workplace. What is a possible negative consequence of this action?

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3. What are some of the things that people may be prejudiced or have stereotyped views about?

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4. Having a disability can refer to a number of different conditions. List eight conditions which Australian Law considers a disability.

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7. Learning to deal with differences in the workplace can lead to improvements in what areas of your life?

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8. What will collaborating on workplace objectives as they are implemented or formulated achieve?

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Part B

Read the case study, then answer the question that follows.

Case study

The clinic where Abdul works has a policy on of being respectful of people's religious beliefs but has no place for him to practice prayer during the day. He asks if can have some space made available to him but is told no one else needs extra space so he must be treated equally and make do with what he has.

How can the objectives of this clinic's diversity policy be brought into harmony with their actions?

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Part C

Read the case study, then answer the question that follows.

Case study

The nurse at the local medical clinic wanted to compile statistics on her patients to gain a better understanding of diversity in the community. The patients were upset and angry when she started asking them personal questions.

How can you collect quantitative and qualitative workplace data in surveys with respect to subjects such as their sexuality and religious beliefs when such matters are private?

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Topic 2

In this topic you will learn how to:

- 2A Provide a role model for others that demonstrates respect for diversity**

- 2B Assist colleagues to accept diversity of colleagues and clients**

- 2C Develop and plan work practices that show respect for workplace diversity**

- 2D Identify and adapt professional development opportunities to address the needs of a diverse workforce**

- 2E Generate a supportive workplace by valuing and promoting the benefits of a diverse workforce**

- 2F Identify and use diversity factors to address diversity objectives of the workplace**

- 2G Value and encourage collaboration and the experience of working with diverse clients and colleagues**

Foster diversity

Fostering diversity by managers entails demonstrating the ability to create a discrimination and harassment free workplace. A leader must breed a culture of fair treatment when it comes to the promotion and development of their staff members. Modelling behaviour is the basis for encouraging others to behave in the same way.

Acknowledging and accepting diversity is the beginning of understanding the benefits of having a diverse workforce. Putting plans in place and adapting to changes in the workforce can only make the team around you stronger. Managers must lead the way by encouraging others to be supportive of differences and by seeing the value of those differences.

When a team collaborates for the greater good of the company and their client's, great things can be achieved.

2A Provide a role model for others that demonstrates respect for diversity

Our differences as people are displayed in many ways. To be effective within a diverse workplace, we need to be able to recognise and understand the characteristics that make people different from each other, know how these differences can affect the individual and know how these differences can affect others in the workplace.

At work you will deal with managers and supervisors, internal customers, stakeholders and people from other organisations. Everyone you deal with will be different from you in some way. Some of these differences may not concern you at all, while for others you may need to make adjustments in your work practices or your usual way of thinking. Other people may need to make adjustments to accommodate you. Everyone needs to cooperate, respond positively to differences and respect the rights of all individuals to ensure that your organisation performs successfully.

Being able to respond effectively and sensitively to these issues in your day-to-day work means:

- ▶ acknowledging that differences exist between people, but that no person deserves less courtesy or respect because of those differences
- ▶ not ignoring or dismissing differences, but giving them appropriate attention where it is warranted
- ▶ recognising that people have a right to be different and all individuals should be treated fairly, regardless of any perceived differences.

Culture

It is not necessary to learn all there is to know about another person's culture before you can interact effectively with them. Acknowledging differences and acting on issues as they arise will show that you respect their culture and their individuality.

Assuming that people will conform to cultural stereotypes undermines their individuality and can ignore individual attributes that may be beneficial to the workplace. For instance, not all Australians refer to each other as 'mate' or always greet each other with 'g'day'. Not all Australians play football, surf and live near the beach, contrary to the cultural stereotype of Australians. Likewise, not all Japanese people are interested in sumo wrestling and drinking sake. Here are some ideas for approaching and communicating effectively with others who have a culture different to your own.

Tips for working with people from different cultures

Respect another person's culture on a one-to-one basis.

Take your lead from the way the person approaches you or interacts with you, and be aware if they appear to feel uncomfortable or upset.

Avoid stereotyping people based on what you suppose is their cultural practice.

Become culturally aware

Building cultural awareness is the first step towards changing your perspective and breaking down any social and cultural bias.

Cultural awareness involves the ability to stand back from yourself and become aware of your cultural values, beliefs and perceptions. Why do you do things in that way? Why do you react in that particular way?

Cultural awareness is essential if you interact with people from other social and cultural backgrounds. People see, interpret and evaluate things in different ways. Misunderstandings can easily arise if you attempt to use your own view of the world to try and make sense of somebody else's reality.



Degrees of cultural awareness

For most people, cultural awareness does not happen overnight. It is something that must be worked on and cultivated as you live and work with people from different social and cultural backgrounds to your own.

There are several levels of cultural awareness outlined below.

Levels of social awareness

My way is the only way

People are aware of their way of doing things, and their way is the only way. They ignore the impact of cultural differences.

I know their way, but my way is better

People are aware of other ways of doing things, but still consider that their way is best. Cultural differences are seen as a problem and usually ignored or downplayed.

My way and their way

People are aware of both ways of doing things. They realise that cultural differences can lead to both problems and benefits and use diversity to create new solutions.

Our way

People from different backgrounds come together to create a shared culture. They talk with others to create a new solution to meet the needs of a particular situation.

(Adapted from: Quappe and Cantatore, 2007, 'What is Cultural Awareness Anyway? How do I build it' at: www.culturocity.com)

Have the right attitude

You may not know everything about the socially or culturally diverse clients in your care, but you still build bridges by having the right attitude. It is well known that the right attitude can form a strong link between people of different backgrounds, not matter what your work role.

Here are some useful suggestions for developing the right attitude.

Admit that you do not know

- ▶ Admit that you do not know everything. This is part of the process of becoming culturally aware. Assume differences, not similarities.

Suspend judgment

- ▶ Suspend your judgment. Collect as much information as possible so you can describe the situation accurately before evaluating it.

Have empathy

- ▶ Have empathy. Try standing in another person's shoes. This is the best way to learn more about how other people would like to be treated.

Do not assume

- ▶ Do not assume. Ask your colleagues for feedback. Constantly check your views to make sure that you clearly understand the situation.

Do not seek to control

- ▶ Do not seek to control. Assume that other people are as resourceful as you are and that their way may well add to what you know.

Celebrate diversity

- ▶ Celebrate diversity within your organisation. Find ways to share the different cultures of your clients and co-workers. There much to learn from other people and their diverse ways of life.

(Adapted from: Quappe and Cantatore, 2007, 'What is Cultural Awareness Anyway? How do I build it' at: www.culturocity.com)

Cultural competence

Cultural competence grows out of cultural awareness. It refers to the ability to interact effectively with people of different cultures and socio-economic backgrounds. This is something that every organisation wants to demonstrate, both on an organisational level and through the individual actions of staff.

At an organisational level

- ▶ At an organisational level, cultural competence should be:
 - embedded in the philosophy, mission statement, policies and key objectives
 - demonstrated through culturally diverse staff
 - promoted through training in cultural competence at the start of employment
 - supported by resources on cultural competence which are readily available to all staff.
- ▶ A culturally competent organisation is also likely to have:
 - a strong understanding of the cultural profile of your local community
 - employees who seek information on specific cultural behaviours or understandings
 - people in higher management who actively promote the benefits of cultural competence
 - quick access to essential services, such as interpreting, if required
 - a system of reward for initiatives which are culturally competent.

At an individual level

- ▶ At an individual level, cultural competence involves becoming culturally aware. It is the ability to:
 - identify and challenge one's own assumptions, values and beliefs
 - develop empathy for other people and cultures
 - see the world from a different point of view.
- ▶ A culturally competent individual is likely to have:
 - a strong knowledge of how one's own culture shapes attitudes, perceptions and behaviours
 - a willingness to learn about other people's cultures
 - specific knowledge of the language, customs and values of particular cultures
 - the skills to feel comfortable and communicate effectively with people from diverse cultural backgrounds
 - an unwillingness to stereotype individuals from certain cultures or ethnicities.

Cultural safety

Cultural safety is the result of cultural competence. It describes an environment that accepts all people and is free of discrimination. It is a vital part of every organisation, at every level and in every work role.

A culturally safe workplace has the following characteristics.

A culturally safe workplace:

- ▶ treats everyone with dignity
- ▶ respects people's culture, language, knowledge, experience and obligations to each other
- ▶ allows no assault on a person's identity
- ▶ provides pathways to empowerment and self-determination
- ▶ allows people to promote, develop and maintain their distinctive customs, traditions, procedures and practices
- ▶ acknowledges individual differences
- ▶ works with people where they are, not where someone thinks they should be.

Example

Become culturally aware

Rohini has just started working in a diverse care environment. Although she is aware of her own cultural background, she has little understanding of the other cultures represented in the facility and how they might impact on the behaviour of her new clients. To improve her cultural awareness, she asks her manager if there are any resources with ethno-specific information available for her to read. She is pleased to find out that, not only were there resources, she was about to complete some cultural competence training as part of her induction.



Generational

Workplace structure has changed and many people now experience workplaces where all employees are involved in decision-making and planning. Conflict can occur when people of any generation stereotype others and refuse to acknowledge different values and opinions.

Australia's population is ageing. This means that older people are increasingly making up a larger proportion of the whole population, of consumer and client markets and the workforce. Below are some tips for communicating effectively with older people in the workplace.

Tips for engaging with older people in the workplace

- ▶ Acknowledge the experience and skills an older person brings to the workplace.
- ▶ Be open to being mentored by an older person.
- ▶ Offer to assist with or teach new technologies to an older colleague.
- ▶ Question older people on operations, best practice and how to deal with problems.
- ▶ Listen and observe how they approach work tasks and problem-solving.
- ▶ Avoid stereotyping.

Belief and value systems

People have different beliefs and value systems that are attached to many areas of their life including money, family and politics. They have their own unique view and experience of the world.

Politics is one area where conflict can arise. Political bias happens when a person or organisation treats people differently because of differing political views. This is a form of discrimination. It is unlawful in Australia to treat someone unfairly or harass them because of their political beliefs or activities, or what you assume are their political beliefs or activities.

Below are some tips for dealing with different beliefs or value systems.

Tips for dealing with different beliefs or value systems:

- ▶ Try to be understanding.
- ▶ Remember that there are reasons for the way others make decisions.
- ▶ Do not allow personal differences to be an obstacle to your work.
- ▶ Maintain a professional attitude.

Expertise, experience and working style

People in a workplace bring varying levels of experience, education and expertise and they approach and apply their training, knowledge and skills in different ways.

Some people bring broad past experiences to a workplace, whilst others may have had limited experience or experience in one particular area. Others possess a specific ability.

You need to recognise your colleagues' experiences and expertise, and respond and work positively with each individual to achieve your work goals and objectives.



Work practices

Trying to impose your own work practices on others will only lead to resentment and an unproductive team. People will only thrive if they are encouraged to make the most of their natural abilities. Certain workplace practices such as safety, respect for others and completing workloads must be conformed to, but employees must find a way of accommodating others' working styles.

Here are some tips for working cooperatively with others.

Tips for working cooperatively with others

- ▶ Approach people in a way that respects their work style and try to build a rapport with others.
- ▶ Don't make judgments about others based on what you perceive their work style to be.
- ▶ Give criticism sensitively and receive criticism open-mindedly.
- ▶ Focus on the work of the organisation, rather than the work of individuals.
- ▶ Ask yourself what others need to be able to work effectively.
- ▶ Be open to new ideas and new ways of doing things. Learn from and help your colleagues.
- ▶ Use the talents of others to help you do your own work more effectively.
- ▶ Know the difference between personal and professional opposition.
- ▶ Recognise and acknowledge the contribution of your colleagues.
- ▶ Remember that everyone brings unique qualities to the workforce.

Interpersonal styles

You may need to accommodate different styles of behaviour to work effectively with others. Use the tips presented below when working with others who have interpersonal styles different from your own.

Tips for working effectively with people of different interpersonal styles

- ▶ Recognise and respect different behavioural styles.
- ▶ Avoid stereotyping.
- ▶ Formulate responses to difficult questions or problems carefully.
- ▶ Look at how you can gain the other person's cooperation.
- ▶ Try to be flexible.
- ▶ Avoid being provoked or goaded into taking on a style that is not appropriate.
- ▶ See the interaction as a challenge or opportunity.

- ▶ Try to understand: that you won't always know the reasons for the person's behaviour.
- ▶ Prevent conflict from escalating.
- ▶ Try to see the impact your own style has on the other person.

Recognise low literacy and numeracy skills

There are a number of ways you can identify if someone is having difficulty with literacy and numeracy. They may ask you for assistance when they need it, or you may have to be observant and take notice of the way reference to written material is avoided. Some guides for how to recognise someone who has trouble with low levels of literacy or numeracy are shown here.

To recognise low literacy or numeracy in others, check for people who:

- ▶ avoid written material, including documents, letters, email and internet sites
- ▶ ask you to verbally summarise written information for them
- ▶ continually miss appointments, don't respond to letters and arrive for interviews without relevant documentation filled out
- ▶ claim to have visual impairments when asked to read text
- ▶ ask questions that should be obvious if they had read the information
- ▶ ask no questions about written material
- ▶ may appear uninterested or uncooperative
- ▶ ignore or misunderstand written instructions; never refer to written information or figures
- ▶ take time and effort to read and understand text
- ▶ scan written material quickly and with no evidence of understanding
- ▶ do not take notes or make lists or reminders
- ▶ appear anxious when confronted with written material or figures.

Work with those with low literacy skills

You can do many things differently to assist those with low literacy and numeracy skills. Some tips and ideas are shown below.

Tips for working with people of low literacy

- ▶ Contact people by telephone where necessary and possible.
- ▶ Physically take people through a set of actions, such as accessing public transport or using new technology.
- ▶ Describe instructions in pictures rather than written words.
- ▶ Avoid jargon and use simple and plain language when speaking and writing.
- ▶ Use face-to-face meetings wherever possible.
- ▶ Look for alternative ways of presenting information, such as on DVD, video, CD or audiocassette, picture books and models.

- ▶ Limit the amount of information you present at one time. Repeat instructions if required.
- ▶ Ask people to summarise information or advice you have told them; however, simply asking, 'Do you understand?' is not useful.

Gender

Gender issues in a workplace may include sexism, sexual harassment and sexual orientation or preference. Sexist behaviour that demeans or discriminates against people largely relies on assumptions and stereotypes.

The key to non-sexist behaviour is to treat both genders with equal respect and be alert to sexist behaviour, both in yourself and others.

To avoid sexism, do not assume that:

- ▶ men can't do things that women can do or vice versa
- ▶ women will look and behave 'like women', and that men will look and behave 'like men'
- ▶ men and women should be treated differently according to their genders
- ▶ all your workmates or clients are heterosexual.

Physical characteristics and abilities

People come in all shapes and sizes and choose to present themselves in all sorts of different ways. Pointing out someone's physical or mental characteristics or appearance in a negative light, as if this characteristic represents some fault or failing on the person's part, is a form of discrimination. You should never treat internal or external customers unfairly because you have personal issues about the way they look or think.

Here are some things you should consider when working with different people.

Considerations when working with other people

- ▶ Do not assume people lack ability.
- ▶ Avoid feeling awkward or embarrassed.
- ▶ Be conscious of people's physical needs.
- ▶ Be aware of people's physical and mental limitations and make allowances.
- ▶ Be aware of the learning styles of others.
- ▶ Be patient.

Social differences

In the workplace or anywhere else, treating people differently because of prejudices you have about their social differences is not appropriate. Treat all people with the same amount of respect and dignity, and they will be able to display and use their talents and qualities.



Confronting and overcoming prejudices and stereotypes can be difficult. Remember:

- ▶ Everyone is different.
- ▶ Everyone has a right to be different.
- ▶ Everyone has a right to be treated fairly.

The most effective action you can take to overcome prejudice is to form relationships with people. Listen to what people tell you about themselves, not what others tell you or what you have gathered from social stereotypes.

Overcoming fears and prejudices that prevent effective working relationships, and accommodating the diversity you find in your workplace, is an important part of being a successful employee.

Example

Respect diversity

Carla works in a health centre and understands that people are nervous when they come in. Because the centre is in a multicultural suburb, it has a lot of clients who do not speak English well and are unaccustomed to Australian medical practice.

Carla makes sure she speaks slowly and clearly to her clients and provides written information to them in a number of languages. She asks them if they need an interpreter or family member present. She asks how to pronounce their names properly and how they prefer to be addressed, and records the information for future reference. She asks them whether they have any religious or cultural beliefs she should know about, and their attitude to medication and diet.

She explains that the doctors need to know all this so that they can treat patients in the most effective way possible, and not prescribe medication or suggest foods that might be contrary to the patient's beliefs.

During all discussions, Carla avoids medical jargon and asks her clients to explain any terms they use that she does not understand. After treatment has been prescribed, Carla makes sure that her clients understand what has been said, and what they need to do. She needs to know that any advice given is appropriate for her clients.



Encourage diversity in the workplace

Teams need a mix of skills, personalities and attitudes to work effectively. All team members should be encouraged to use and share their special qualities, skills or backgrounds to enhance work outcomes. The best way of encouraging others to use and share their individual skills is to value and make use of them yourself.

Letting people know they belong and are valued members of the workplace helps to build trust. This helps people to be more open about their experiences and personal characteristics, so they are more comfortable about displaying and using their differences in the workplace. This creates a more effective work environment.

The way a workplace plays as a whole determines its success. You may have the greatest bunch of individual stars in the world, but if they don't play together, the club will not be worth anything.

To show diversity is valued in the workplace, you can also:

- ▶ encourage participation in discussion and interaction
- ▶ emphasise the advantages of having a diverse range of people in the workplace
- ▶ celebrate everyone's contributions
- ▶ focus on positive outcomes and strengths
- ▶ show interest and ask questions as appropriate
- ▶ ask others to mentor or teach a skill in which they are proficient to another team member
- ▶ encourage sharing of knowledge at meetings
- ▶ demonstrate respect
- ▶ refuse to tolerate discrimination.

Be inclusive

It is important to always try to be inclusive of everyone in your workplace and allow people to contribute in the best way they know how. If you know a newcomer is shy or having trouble fitting in, let them know they are valued and that the team is looking forward to finding out about them and what they can do.

Stereotyping and allowing prejudices can stop people from seeing the qualities and attributes a person has that might be useful to their team. Bias can also undermine workplace cohesiveness and cooperation, especially if it leaves people feeling alienated or forced to work in a hostile environment. An under-achieving workplace cannot hope to reach its objectives or provide quality outcomes. Stereotyping, prejudice and bias should always be challenged, whether directly aimed at a certain person or group of people, part of the dominant culture. Challenging bias in all areas is important, since many people will be put off expressing their own differences if they feel differences are not tolerated, and that everyone is expected to conform to the 'norm'.



Commonality

One of the most effective ways of countering work disruption caused by bias or discrimination is to demonstrate the common links between people otherwise considered 'different.'

Finding points of commonality involves recognising the links that already exist between people as well as recognising links that bring people together. Commonality means creating an 'us', rather than an 'us and them' attitude. Remember that the link that brings everyone together in the first place is a common work goal. Encouraging employees to think in this way encourages them to bring the best of themselves to the task at hand.

Example

Counter discrimination using points of commonality

Jason is a young Anglo-Saxon male who has just started working in a team of male employees very similar to him in ancestry, age and training. Many of them share the same interests and see each other in social groups that reflect the characteristics of the work team. At the same time, the organisation hires Dominica, a female supervisor for the team. Dominica is older than the male employees, has more experience and higher qualifications, has recently migrated from England and is a single parent.



Jason notes that the other members of the team appear resentful. They make derogatory comments about Dominica that refer to her gender, age, race and family status and make speculations about her sexual preference. They try to make work difficult for her so that she will leave and, perhaps, be replaced with someone more like them.

At first, Jason does not want to incur the discrimination of his team-mates and so does not tell them about his relationship with his Asian partner who has two children of her own. He lets them believe he is single and that he shares their beliefs about women, single parents and racism. Suppressing his true feelings makes him very uncomfortable and Jason begins to dread coming in to work to face the team and Dominica, who is also suffering from the team's attitude.

To turn the situation around, Jason uses the common points he has with Dominica, such as their connection to children and single-parenthood to connect with her. He also tries to focus on many common links between himself and his team-mates to build the relationship and at the same time starts to open up about his own preferences and beliefs. Instead of joining their derogatory comments, he gradually relates Dominica's situation to his own or voices his opinion objectively to encourage others to be up-front about their differences.

Practice task 4

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

Case study

Stella has been assigned to a team with three other people in it.

Rose is 35 and five months pregnant. She is an outspoken environmentalist who loves the beach and football. She converted to Judaism when she married her husband, David.

Sarafina is 22 and from Kenya. She has basic English skills but a high level of business training. Sarafina is very dedicated to and disciplined in her work, and is very interested in other people. However, she is also very patriotic and tends to devalue the social systems, education and people from European countries. Sarafina is Muslim.

Graham is 25 and was in a motorcycle accident that caused him to lose the use of both of his legs. He comes from a small country town and has not adjusted to city life. He can be disorganised and unreliable, but he can also be creative and is good at liaising between the team and others in the organisation. He is an atheist.

1. What common points could Stella find between the different members of her team?

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2. If the team starts to separate because of religious issues, how could Stella pull them back together?

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3. What personal differences do the team members have that can enhance the work outcomes of the team?

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Click to complete Practice task 4

2B Assist colleagues to accept diversity of colleagues and clients

One of the most valuable tools you can use to develop people is coaching and mentoring.

In the modern workplace, mentoring and coaching are offered to individuals to ensure that they perform to their full potential in the organisation, which benefits both the team and the individual. Another positive effect is the recognition and validation of the skills and attitude of the person to be used as the mentor or coach.

Most of all, coaching and/or mentoring can fast track the development process. When you provide feedback to an employee on a continuous basis, it allows them to correct assumptions quicker and keeps them motivated and focused on learning more. It also allows the coach or mentor to pick up on attitudes, feelings and ignorance as the relationship deepens, allowing for immediate corrections and education. Here are some definitions of coaching and mentoring.

Coaching

In an educational sense coaching generally refers to a one-to-one relationship but can be considered as a team role; for example, a coach for a sales team. The coaching can be facilitated by you, a designated staff member or contracted to an external person. The focus of the coach is to engage with the learner, provide planned sequential training, observe performance and provide feedback to achieve desired outcomes.

Mentoring

Mentoring is where an employee is paired with a colleague with significant experience, skills, knowledge and desired attributes. This person takes on the role of an advisor or role model who works closely with the learner often over an extended period of time.

Partnerships can fail if the participants have different views or disagree with the goals of the organisation. It is better to appoint an experienced colleague rather than take on the role yourself.

Legal and ethical considerations

There is a range of legislation at both national and state level that impacts on the way workplaces operate. Laws define the way that employers must carry out their activities – many of these laws are directly beneficial to the organisation, its employees, clients and customers.

Working in a safe, healthy environment benefits both management and employees as absenteeism is less and quality of working and home life for everyone is improved. Equal employment legislation and anti-discrimination laws ensure that everyone gets a fair chance to be employed and to work free of harassment and intimidation.

Anti-discrimination legislation

Organisations within Australia must comply with a variety of federal Acts and national standards. National anti-discrimination legislation has a number of aspects, as shown below.

Age discrimination

Age Discrimination Act 2004

The *Age Discrimination Act 2004* is a relatively new law which is especially important with regard to Australia's ageing population. It protects people who are discriminated against because of their age and states that, regardless of age, everyone has the same right to equality before the law.

The Act also allows appropriate benefits to be given to people of a certain age, particularly younger and older people, according to their circumstances. Objectives of the Act also include removing barriers to older people participating in society and changing negative stereotypes about older people.

Exemptions include stipulations regarding youth wages, health care and voluntary work.

Disability

Disability Discrimination Act 1992

The *Disability Discrimination Act 1992* gives a broad definition of disability and prohibits direct or indirect discrimination based on disability. It also prohibits discrimination against people associated with people who have disabilities; these may be friends, relatives, carers and co-workers. The Act makes it unlawful to discriminate in the areas of:

- ▶ employment
- ▶ education
- ▶ access to public premises
- ▶ purchase of house and land
- ▶ provision of goods, services and facilities
- ▶ administration of Commonwealth Government laws and programs.

Exemptions to the Disability Discrimination Act include when a potential employer would be placed under unjustifiable hardship in order to employ a person with a disability, although the employer is expected to make reasonable adjustments. An example of an unjustifiable hardship might be the cost of extensive renovations to allow for wheelchair access to and throughout a small, second floor studio owned by a small business.

Racial discrimination

Racial Discrimination Act 1975

The *Racial Discrimination Act 1975* covers all of Australia and prohibits racial discrimination and offensive behaviour based on racial hatred. It covers discrimination based on race, colour, descent, national or ethnic origin. It also protects those who may be discriminated against based on their association with people of a particular ethnicity. The Act applies to everyone in Australia and all organisations.

The *Racial Hatred Act 1995* (Cth) was added to the Racial Discrimination Act in 1995 and provides an avenue for people to complain about racist behaviour that offends, insults, humiliates or intimidates others in public. Exceptions to the law include when the behaviour is a matter of public interest (such as a newspaper report on racially-based violence), or is part of an academic discussion which is not malicious or spiteful. These exceptions often involve rights to free speech.

Sex discrimination

Sex Discrimination Act 1984

The *Sex Discrimination Act 1984* explains that it is unlawful to discriminate against someone based on their sex, marital status, pregnancy or potential pregnancy. It sets out laws against sexual harassment as well as dismissal from work based on family duties including pregnancy.

According to the Act, it is unlawful to refuse to provide goods or services, education or employment based on a person's sex. The Act also covers discrimination within awards and enterprise bargaining, insurance and superannuation, Commonwealth laws and programs, and accommodation.

Sexual harassment is included in the Act because it is a form of discrimination to treat a person unfairly because of their sex.

An exception to the Act includes when goods or services can only be applied to one sex, for example female or male-specific health care. Another exception covers employing a person to look after a child in the child's home. Sexual discrimination in the training and ordination of religious ministers is also not covered under the Act.

Human Rights

Australian Human Rights Commission Act 1986

The Australian Human Rights Commission (initially called the Human Rights and Equal Opportunity Commission) was established in 1986 to deal with breaches of anti-discrimination laws and to promote human rights education.

This Act only covers actions or policies of the Commonwealth.

The Act promotes human rights for all people, and covers most forms of discrimination not already covered in the other Acts, including discrimination on the basis of:

- ▶ criminal records
- ▶ marital status
- ▶ medical record
- ▶ political opinion
- ▶ religion
- ▶ sexual preference
- ▶ social origin
- ▶ trade union activity.

Privacy

Privacy Act 1988

If your organisation is in the habit of collecting information about customers or clients, its operations will come under the auspices of this Act. This Act deems personal information about individuals to be sensitive, such as information about:

- ▶ criminal records
- ▶ health
- ▶ membership of a professional or trade association
- ▶ membership of a trade union
- ▶ political affiliations or opinions
- ▶ racial or ethnic origin
- ▶ religious affiliations or beliefs
- ▶ sexual orientation or practices.

This information about a person could be used by others to discriminate against them or identify them although they may wish to remain anonymous. Your organisation should inform you of your responsibilities regarding your customers' privacy. It should also inform you of its responsibilities with regards to your privacy. It is always advisable to take any information provided to you about any individual as confidential.

People generally have a right to see and correct, if necessary, files of personal information kept about them by organisations. Individuals are usually only denied access to files about them if their own or another person's safety is at risk, or if there are other legalities involved.

State and territory anti-discrimination legislation

Anti-discrimination legislation varies between states and territories with respect to the specific aspects that each covers. However, the overall intent of each piece of legislation is the same – to prevent unlawful discrimination and harassment of individuals within the Australian community. The table below lists the agencies that deal with discrimination legislation in your state or territory and the legislation that they administer.

Australian Capital Territory	ACT Human Rights Commission: <i>Discrimination Act 1991 (ACT)</i>
New South Wales	Anti-Discrimination Board of New South Wales <i>Anti-Discrimination Act 1977 (NSW)</i>
The Northern Territory	Northern Territory Anti-Discrimination Commission <i>Anti-Discrimination Act 1996 (NT)</i>
Queensland	Anti-discrimination Commission Queensland <i>Anti-Discrimination Act 1991 (QLD)</i>
South Australia	Equal Opportunity Commission <i>Equal Opportunity Act 1984 (SA)</i>

Tasmania	Office of the Anti-discrimination Commissioner <i>Anti-Discrimination Act 1998 (TAS)</i>
Victoria	Victorian Equal Opportunity and Human Rights Commission <i>Equal Opportunity Act 2010 (VIC)</i>
Western Australia	Equal Opportunity Commission <i>Equal Opportunity Act 1984 (WA)</i>

Equal employment opportunity

In Australia, national, state and territory laws cover equal employment in the workplace. Everyone is entitled to have equal opportunity when it comes to getting access to jobs, benefits and associated services within the workplace. Equal employment opportunity is aimed at ensuring that the job recruitment and selection process is fair, and that workplace outcomes with respect to supervision and management are not biased.

Equal employment opportunity legislation is designed to ensure that:

- ▶ fair practices are in place in every workplace
- ▶ the best person is recruited and/or promoted when there is a position vacant, and skilled staff are retained
- ▶ workplace management decisions are fair to all employees
- ▶ training and development needs address customer and employee requirements
- ▶ the workplace is free of harassment and discrimination
- ▶ social and cultural differences between staff are recognised and respected.

Codes of conduct in the workplace

A code of conduct is a collection of policies, rules or guidelines that define the specific actions or procedures applicable to a particular organisation or workplace. It offers guidance and/or direction on a range of ethical issues that people may confront in day-to-day work. A code of conduct applies to all employees, visitors and others who may conduct business with the workplace. It will be informed by a variety of federal Acts, national standards and state or territory legislation.

A code of conduct is a reminder of our responsibilities to other people at all levels of an organisation. All staff should be involved in developing a code of conduct which should be consistent with the diversity goals of the workplace. It may include all or some of the items listed below.

A code of conduct deals with standards of behaviour relating to:

- ▶ personal behaviour
- ▶ public comment
- ▶ lawful orders
- ▶ use of facilities and equipment and intellectual property or copyright
- ▶ honesty, integrity, fairness and equity
- ▶ use of computer, intranet, internet and email services
- ▶ performance of duty
- ▶ bullying, harassment and discrimination

- ▶ conflicts of interest
- ▶ breaches of code of conduct, and privacy and confidentiality.
- ▶ acceptance of gifts and benefits
- ▶ corrupt conduct and maladministration
- ▶ outside employment and voluntary work
- ▶ workplace health and safety.

Example

Assist colleagues in ways of accepting diversity

David often uses offensive language when interacting with workmates. He thinks it's funny and anyone complaining should just 'get over it'. David's supervisor explains to him that although it was common in his previous job to use vulgar and abusive language as joke, it is not acceptable in this workplace, as he is now working in far more diverse situation and his behaviour has drawn complaints. With some coaching and mentoring, David understands he is no longer just working among his peers, and must adjust his behaviour accordingly.



Practice task 5

Read the scenarios, then for each scenario answer the following two questions.

Scenario

Scenario 1

An employee is advised that her application for the position of a mechanic has been unsuccessful as she is a female.

Scenario 2

An applicant with a physical disability is required to provide information which other applicants are not required to provide.

Scenario 3

An applicant is told their rental application has been denied because they are too young.

1. Which federal antidiscrimination legislation has been breached in each scenario?

2. What are the grounds for the unlawful discrimination in each scenario?

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Click to complete Practice task 5

2C Develop and plan work practices that show respect for workplace diversity

Care service organisations need to consider the diversity of their clients' values, beliefs and expectations. To work more inclusively, you need both knowledge and skill.

The following shows some requirements care organisations might have of employees.

Care organisations and their staff need to:

- ▶ be aware of their own cultural background/experiences, attitudes, values, and biases that might influence their ability to help clients from diverse cultural and social groups
- ▶ educate themselves; this may involve learning the cultural, social, psychological, political, economic, and historical factors specific to particular ethnic groups
- ▶ recognise that ethnicity and culture may have an impact on a client's behaviour
- ▶ help clients to become aware of their own cultural values and norms and apply this to their own lives and to society at large
- ▶ respect the client's religious and/or spiritual beliefs and values
- ▶ work to eliminate biases, prejudices, and discriminatory practices
- ▶ provide information in a language that the client can understand
- ▶ provide information in writing, along with oral explanations.

Equitable activities

Encouraging participation and inclusion with your client base is important, as it can help them gain a sense of independence and empowerment. It is important for everyone to feel that they belong and feel valued within the community. Recreational and social activities or meeting people with similar values, experiences and interests can help establish a sense of value and belonging.

When your organisation is arranging for activities, whether it be for clients or team members, it is essential that those activities are open to the majority of the participants that will be involved.

Ways to ensure you are creating activities for diverse clients in an effective and equitable manner are listed below.

Considering the diversity of the group includes:

- ▶ ensuring activities do not coincide with any religious holidays
- ▶ educating self and staff in regard to what could be an issue
- ▶ taking into consideration the physical requirements of the activity
- ▶ researching whether the activity could disadvantage a participant in any way.
- ▶ incorporating education about diversity in activities so individuals have a better understanding of each other.

Principles and practices of inclusivity

Most corporate organisations will have a diversity policy and procedure. Within that policy and procedure there should be reference to how the organisation will ensure inclusivity in their workplace. The simple principle of inclusivity is to ensure no one is left out – that no matter where you come from, what you know, how you talk or what your belief system is, you still have a sense of belonging.

The key for organisations is to have business practices that ensure this sense of belonging is nurtured and second nature. It does not mean that everyone must conform to one way of thinking or behaving. The complete opposite is true – celebrating everyone's differences and accepting those differences is the path to inclusivity.

Some inclusivity practices and ways of supporting diversity are shown below.

Inclusivity practices	Diversity practices
▶ Identify individual needs and differences.	▶ Ensure senior leaders model inclusive behaviour.
▶ Instigate equitable activities.	▶ Ensure physical access to a workplace is not limiting.
▶ Create opportunities for participation.	▶ Communicate in different ways to ensure understanding.
▶ Respect the rights of the individual.	▶ Have flexible work hours.
▶ Encourage people to reflect on their attitudes to other peoples differences.	▶ Eliminate known barriers to inclusion.
▶ Continuously improve policy, procedure and practices to ensure inclusivity.	▶ Provide continuous education for all staff on diversity and inclusive practices.

Barriers to inclusivity

Anyone can experience a barrier to preventing them from participating in a task or achieving a goal. It is important to identify what these barriers are, so that they can be overcome in time. Some barriers can be overt – such as physical barriers or attitudes. Others are hidden, and may take more time to uncover and be dealt with. Descriptions of three types of barriers are provided in the following information.

Physical barriers

These barriers are an actual prevention for people with physical and congenital disabilities. Often, these physical barriers are an immediate exclusion from participation; for example, stairs can make it impossible for some people to access the required area.

2. Name three barriers to inclusivity.

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Click to complete Practice task 6

2D Identify and adapt professional development opportunities to address the needs of a diverse workforce

People may require training to see the benefits of diversity and to effectively address issues of difference within a workplace. While you may know who needs training and the type of training required, it is useful to conduct a training needs analysis and audit to confirm your thinking, and to see where people themselves feel they need training.

Training needs can also be identified through observation, discussion, interview, performance appraisals and surveys, and review of complaints, incidents and issues. Do other managers identify conflict arising from differences and act appropriately to address the issues using conflict management and negotiation skills? Ask yourself questions about how the organisation encourages staff to embrace diversity in the workplace.

Here are several traits of culturally competent staff.

Traits of culturally competent staff

A satisfactory understanding of the various aspects of diversity

An understanding of the benefits of having a diverse staff

Skills to embrace diversity; for example, self-reflection, checking bias, listening skills and cultural awareness.

Types of training

Analyse the results of your investigations to identify where training is needed. General training in diversity may be required. The aim of general diversity training is to raise participants' awareness of aspects of diversity and determine how these are applied in a workforce for the benefit of both the organisation and the individual employees.

The focus is on how diversity can be included in employees' work on a daily basis. Tips for working collaboratively with others should be provided.

Two types of training are discussed below.

Cultural competence training

- ▶ Cultural competence training can be general or specific. Generally it refers to the skills to interact effectively with people of different cultures and socioeconomic backgrounds. It can also refer to an ability to interact effectively with one particular cultural group through having a foundation of knowledge about its history and culture that serves as the basis for skill development. This enables effective and appropriate communication and engagement with people of that cultural group.

Culturally specific training

- ▶ Culturally specific training focuses on a specific cultural group and describes its traditions, beliefs, languages and other factors, and the issues relevant to this culture in both the past and the present.

Training for staff with HR responsibilities

In some circumstances, training for staff with HR responsibilities may be suitable for other groups in the workplace.

Here are examples of areas of training that a workplace may offer.

Equal opportunity

- ▶ Equal opportunity training focuses on reducing an organisation's risks of claims for sexual harassment, bullying and bias against promotions based on age, sexuality or gender. Explore strategies for ensuring each person has equal opportunities in the workplace.

Workplace bullying

- ▶ Workplace bullying, discrimination or harassment training informs employees about what is acceptable and unacceptable behaviour. It also covers the consequences of unacceptable behaviour in line with organisational policies and procedures, which are underpinned by relevant legislation.

Grievance management

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

Recruitment and selection

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

Industry-specific training

Different industries have different client groups and issues.

Here are two types of training that are delivered in industries where an understanding of ethics and human rights is considered essential.

Ethics

Ethics training focuses on an industry or a specific type of industry (for example, aged care) and the established ethics of working in that industry. Definitions of ethics and codes of conduct are discussed.

Human rights

Human rights training focuses on human rights legislation and people's rights and responsibilities. This is especially valuable for people working in the disability sector or with refugees and asylum seekers, and links human rights legislation and day-to-day work with clients.

Training design and delivery

Workplace training sessions are useful to provide input and share ideas and thoughts, while training conducted by an external agency or trainer can introduce new ideas and provide new perspectives.

Here are some examples of training providers.

Types of training providers include:

- ▶ specialist learning and development staff
- ▶ a manager or HR team member assigned to the task
- ▶ representatives of a training institution or registered training organisation (RTO)
- ▶ a consultant with appropriate expertise from a state or territory agency established to support and promote diversity in the workplace.

Effective training

Seek to facilitate conditions that allow training to be delivered effectively and provide an evaluation form to evaluate its effectiveness. Devise a meaningful way of monitoring changes that can be observed or objectively measured, such as reported incidents.

Effective training usually:

- ▶ is well designed, with a clearly stated objective, a sequence of learning steps and appropriate activities that cater for a diverse audience
- ▶ provides an opportunity to discuss concepts and ideas and ask questions
- ▶ includes variety in tasks
- ▶ provides an opportunity for participants to build on their own experience and previous learning
- ▶ includes feedback provided by the presenter or trainer.

2E Generate a supportive workplace by valuing and promoting the benefits of a diverse workforce

Working effectively with difference is a strength that can improve a workplace's services and client relations. A workplace that encourages diversity often receives public recognition and respect, as well as business success, customer satisfaction and staff retention. Respect for difference in human qualities is more than a nice thing to do, it is a smart way to do business, and utilises assets that may not currently be capitalised on.

In order to be strong in this area, staff need to understand diversity, which they may come to do through their own lived experience or through more formal interventions. Aim to foster understanding of the benefits of diversity with each staff member.

Here are some tips that can help you to assist staff in seeing the benefits of workplace diversity.

<p>Morale</p>	<p>Productivity and conditions</p>
<p>Having a range of cultures, backgrounds, ages and abilities contributes to an interesting and lively workplace, with high staff morale and a variety of opinions and points of view.</p>	<p>Working harmoniously with others lessens tensions and increases productivity. Understanding different cultures, points of view and opinions leads to a workplace that is free from harassment, discrimination and bullying. Employees feel safer and more flexibility can be introduced to accommodate religious holidays.</p>
<p>Ideas and access</p>	<p>Trust and connection</p>
<p>A workplace can use ideas and information from the diversity of its workforce to contribute to its competitive advantage. For example, having staff who speak other languages and understand other cultures, provides a pool of people to help solve problems when working with clients from diverse backgrounds.</p>	<p>Understanding clients' situations and backgrounds helps you develop a rapport and improves client service. Demonstrating a commitment to diversity raises the workplace's profile and builds trust within the community.</p>

Strategies to promote understanding

As well as developing good understanding of the potential and actual benefits of diversity to a workplace yourself, and allowing your understanding to flow through to your discussions and interactions (for example, being respectful towards individuals who wish not to share details), there are further actions you can take to help staff understand the advantages of diversity.

Strategies to promote understanding of diversity include:

- ▶ informal discussions within the team when an issue arises based on a person's differences
- ▶ discussion of the benefits of a diverse workforce during a team meeting
- ▶ a session in which team members talk about their culture, traditions and life experiences
- ▶ showing and discussion of videos about diversity in Australian workplaces
- ▶ highlighting of instances where gender and age balance have changed, with statistics and examples to support; for example, in the finance industry
- ▶ acknowledgment and celebration of people's achievements
- ▶ invitations to experts in diversity to speak to the team.

Promote workplace's diversity

A workplace that proudly promotes policies for embracing a diverse workforce can receive significant gains in terms of client and community support. Other benefits include more efficient and productive ways of doing work, an enhanced image and reputation, attracting a higher calibre of staff and increased staff retention.

These benefits to the workplace flow on to individual staff. A strong workplace is more stable and less prone to upheaval in times of downturn.

Workplaces that are publicly recognised in best-employer awards generally allow employees a good work-life balance and flexible working conditions. These arrangements are good ways of catering for a diverse workforce. A pleasant and harmonious working atmosphere is also regarded highly.

Whenever the opportunity arises, managers should help promote the workplace's workforce diversity in both internal and external forums, to enhance the workplace's image and reputation.



Enhance the workplace's image and reputation

Ongoing promotion of diversity within a workplace sends a strong message to staff that its commitment to diversity is real and diversity is valued.

Staff induction sessions are a key opportunity to discuss the issue of diversity and promote the workplace's policy and its benefits.

This message can be repeated at regular intervals through staff meetings, refresher training, team meetings and performance appraisals. It should be reinforced by managers to make it clear that diversity is important at all levels of the organisation.

It is always a good idea to refer to diversity in informal situations, as well as formal ones, so that diversity is seen as part of day-to-day operations and the culture of the workplace, rather than as a separate issue.

When promoting diversity, seek as many examples as you can find that demonstrate the workplace's commitment. There are various ways that a workplace may experience benefits from catering for a diverse workforce.

A commitment to diversity can be observed in:

- ▶ flexible arrangements to support parents of school-age children
- ▶ the number of older workers employed
- ▶ new ideas put forth by people from other countries that have been implemented
- ▶ increased vibrancy due to the influence of other cultures
- ▶ a mix of genders
- ▶ a wider spread of languages spoken
- ▶ greater understanding of other people's points of view
- ▶ increased staff morale.

Acknowledge workplace diversity

Here are some suggestions of opportunities that may be used to enhance the organisation's image and reputation by acknowledging the workforce's diversity.

Staff meetings

Arrange for staff other than managers to chair staff meetings, so a diverse range of staff are given a high-profile within the workplace.

Newsletters and bulletins

Newsletters and bulletins are usually available to all staff and may also be available to clients. Newsletters can demonstrate an organisation's commitment to diversity by including an article on different learning styles, providing a staff profile to show the organisation's diversity or describing improvements to the office layout and workstations that provide better access for people with disabilities.

Staff updates

Staff updates can be used to celebrate achievements associated with diversity, such as an employee's return to work after maternity leave or a male staff member going part-time to be at home with young children.

Poster displays

Before posting on noticeboards, the organisation may translate posters providing safety, quality and other important information into relevant community languages or develop them so as to address different learning styles and abilities.

Induction materials

Induction materials can explain the diversity policy and associated procedures, and can include a component that provides training in cultural awareness.

Workplace website

The workplace's website or intranet may be used to showcase events within the workplace that promote diversity, such as a morning tea to celebrate a culturally important event.

External forums

External forums complement internal efforts and spread the workplace's reputation and image even further. Public exposure can be gained through a range of situations.

Here are some strategies for using public or external forums to showcase how a workplace embraces diversity.

Conferences and seminars

A workplace that gains a positive reputation for embracing diversity may receive invitations to speak about its policies and achievements at seminars and conferences. This may further enhance its reputation.

Professional networks

Professional networks are used by individuals for professional development. In some industries, they are a way to maintain registration or certification for professional bodies. This may include providing professional development to showcase your organisation's policies and practices around diversity. In turn, the organisation may attract highly respected and skilled staff based on information they discover through networking.

Press releases/print media

Press releases are a way of gaining the attention of the media, particularly if an important event is scheduled or an announcement is being made; for example, announcing new flexible arrangements to support the employment of mature age workers in your workplace.

Trade journals and publications

Trade journals are a way of taking positive information about an organisation into competing businesses. In this way, when advertising for new staff, experienced operators in rival businesses may be attracted to your business based on how you support and promote diversity. Promote your workplace's commitment to diversity by showing a range of workers in different roles.

Awards

The workplace can assess itself against other workplaces and, in the process, compete for awards given by a variety of agencies to reward commitment to diversity.

Example

Spread the word about a workplace’s diversity practices

Kim works as the community relations manager for an organisation that has been awarded the title of ‘Most inclusive aged care provider’. The business is expanding based on its enhanced reputation. Kim has been asked by the CEO to speak at a forthcoming conference for aged care providers.



After talking to the CEO and the managers in the aged care centres run by the organisation, Kim prepares a presentation for the conference. She plans the content of her electronic presentation as follows:

- ▶ Overview of the organisation, including geographical spread of centres
- ▶ Mission statement of organisation
- ▶ Diversity policy
- ▶ How diversity policy is implemented in:
 - recruitment of staff
 - customer service and how staff interact with residents, visitors, other staff
 - activities run in centres
 - other services, including interpreters used with healthcare professionals’ consultations
 - types of food provided, including input from residents
 - design of centres to include promenade areas, communal squares and cafes
- ▶ Involving residents in the running of the centres
- ▶ Plans for the future

Her presentation is well-received, and Kim runs out of time to respond to all the questions. She spends the break talking further about her organisation’s commitment to diversity and how this is implemented across all its aged care centres.

Practice task 8

1. Why is it important to promote a workplace’s workforce diversity?

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2. Investigate new and innovative ideas for promoting diversity in a workplace. Describe one that you would consider using in your workplace (or one you are familiar with).

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3. Draft a paragraph suitable to include in the newsletter of your workplace (or one you are familiar with) that promotes some aspect of diversity in the workplace; for example, the introduction of flexible working hours, or the announcement that information about the organisation will now be translated into Vietnamese to cater for the increasing number of people of Vietnamese background within the staff and community.

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4. Describe benefits of diversity that you have observed in your workplace or an organisation you are familiar with.

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5. List four ways of promoting diversity that would be appropriate in your workplace, given its staff and clients. If you are not currently working, answer in relation to a workplace that you are familiar with.

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Click to complete Practice task 8

2F Identify and use diversity factors to address diversity objectives of the workplace

Workplaces and organisations continually look for ways to enhance services and seek improvements. One method of achieving this is through the diversity of their workforce.

Making use of this diversity involves planned efforts to use the skills, ideas and abilities of a workplace's employees to enhance its services, and to achieve better outcomes.

A diverse staff provides more diverse ideas, suggestions and information. These ideas may come from a range of people, as shown below.

Ideas can come from a variety of people, including:

- ▶ staff who have overseas work experience and contacts, and who speak different languages and understand different cultures and traditions
- ▶ women and men who have experienced discrimination because of age or gender
- ▶ people with disabilities
- ▶ people with alternative ways of thinking.

Benefits of adopting ideas

Contributions made by staff may have a positive effect on productivity, the types of products being developed and client service, all of which adds to the workplace's reputation.

Here are some ideas that can assist a workplace in catering for diversity.

Ideas to cater for diversity

- ▶ Employ more staff who can speak the languages of the local community, to meet changing needs and improve client relations.
- ▶ Suggest ways to offer services to a broader clientele, such as having a liaison officer who speaks a specific language.
- ▶ Use strategies that have been used successfully overseas.
- ▶ Ensure either men or women are available to work with clients who have cultural restrictions on interacting with someone of the opposite sex.
- ▶ Have regular brainstorming sessions to generate innovative ideas, to improve productivity and service offerings.
- ▶ Improve the layout of the workplace, to assist staff and clients with disabilities.
- ▶ Actively promote the diversity of the workplace's staff in the industry, as a strategy to attract new clients.
- ▶ Suggest that the organisation investigates having an onsite creche if there are many single parents on staff.

Strategies for capturing suggestions

Information and ideas may come from many places. As a manager, you should be alert to ways that you can capture the ideas and information raised by staff. Record the results of all sessions and any actions to be taken.

Here are some examples of ways you can source ideas and information.

Sources of ideas and information

- ▶ Discussion forums where new ideas for products and improvements to client service are put forward and debated
- ▶ SWOT analysis sessions to identify where there are opportunities to increase the workplace's services, and its strengths and weaknesses
- ▶ Discussions at inductions
- ▶ Team meetings
- ▶ Review of incidents to learn from mistakes
- ▶ Visits to other workplaces to share ideas on embracing diversity in running and managing the workplace
- ▶ Guest speakers who present ideas on how workplace can become better at managing diversity
- ▶ Conferences and in-service sessions focused on diversity issues

Support workplace efforts to value diversity

As a manager, you are a role model for implementing, supporting and promoting diversity in the workplace. It is your responsibility to cooperate, assist and encourage others to comply with the workplace's diversity policy and procedures, and to show that you value diversity and its benefits.

Your words and actions need to match. Think about your behaviours.

Do you:

- ▶ interact with all staff
- ▶ respect people's differences
- ▶ listen to other people's points of view
- ▶ learn about the backgrounds, beliefs and cultures of staff to improve your relations with them
- ▶ take action to manage tensions and to deal with complaints of harassment or discrimination?

A manager's role in supporting workplace efforts to value diversity

Take every opportunity to support the strategies that the workplace has in place.

Here are examples of ways that a workplace can demonstrate it values diversity and how a manager can support these efforts.

Newsletter and celebrations

- ▶ Use the newsletter to promote the diversity of staff and celebrate important cultural events.
- ▶ Offer help to organise, attend and participate in a range of cultural activities.
- ▶ Write articles for the newsletter about cultural activities and profile staff from diverse backgrounds.

Induction and mentoring

- ▶ Include diversity in the induction program and set up a mentorship program for new staff from diverse backgrounds.
- ▶ Offer to conduct this part of the induction training or write this part of the induction training kit.
- ▶ Become a mentor to a new staff member.
- ▶ Support the mentors in the program.
- ▶ Assist in training mentors.

Profile workplace

- ▶ Research statistics, census figures, and industry and community benchmarks for diverse workforces.
- ▶ Compare the workplace with the information obtained.

Promote workplace efforts

- ▶ Promote workplace efforts in the media and at conferences.
- ▶ Research suitable trade journals, magazines and other publications and suggest writing an article for them.
- ▶ Draft articles for publication.

Diversity contact officer

- ▶ Implement a diversity contact officer program.
- ▶ Research how this type of program works and prepare a business case for establishing one at your organisation.
- ▶ Train a volunteer as a diversity contact officer or offer support to contact officers in their role.
- ▶ Support an employee from your department to volunteer as a diversity contact officer.

Award program

- ▶ Apply for awards for excellence in diversity.
- ▶ Research awards and volunteer for a committee to apply for awards.

Recruitment and selection

- ▶ Apply diversity to recruitment practices and selection.
- ▶ Contribute to drafting new procedures for training material.
- ▶ Offer to sit in on interview panels as an impartial person from another area of the business.

Develop products

- ▶ Develop new services or products by capturing ideas and information from the diversity in the workplace.
- ▶ Contribute to organising a consultative approach.
- ▶ Research other organisations that have been successful in this area and publicise the results.

Example

Establish a network of diversity contact officers

Joe is a member of the HR team in a national aged care company. He is aware that in the last three years, there have been a number of complaints about harassment, bullying and discrimination in the workplace. Staff have been dismissed as a result of their actions, and time, energy and money have been spent on managing these situations.

Joe remembers that, in his previous workplace, diversity contact officers proved extremely effective. They raised the diversity profile of the workplace, acted as a sounding board for staff and promoted compliance with the organisation's diversity policy. He decides to prepare a proposal for diversity contact officers to be appointed in his organisation. His manager says she will take the proposal to the senior management team.

The completed plan includes:

- ▶ the numbers and locations of diversity contact officers
- ▶ a role statement for the contact officers and explanatory material designed to help local managers recruit volunteers to be trained as contact officers
- ▶ the type of training needed, where it can be accessed and its cost
- ▶ Joe's role in supporting the implementation and ongoing maintenance of the program
- ▶ an implementation program.

The plan is approved. Joe and his manager discuss how the plan will be announced, including press coverage in a trade journal and an HR magazine.



Practice task 9

1. Explain how your workplace (or one you are familiar with) captures ideas and suggestions from its diverse workforce to enhance its products and services, and improve its competitive advantage.

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2. Provide at least three suggestions from staff members in your workplace that have enhanced products and services or increased its competitive advantage. If you are not currently working, interview staff from a workplace you are familiar with. Use listening and questioning to elicit views and clarify or confirm understanding.

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3. Select one of the strategies an organisation can use to show it values diversity. List in dot-points the actions you would take to support this strategy.

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Click to complete Practice task 9

2G Value and encourage collaboration and the experience of working with diverse clients and colleagues

Tensions and issues may arise from a person's inability to work effectively with difference. Be particularly sensitive to the potential impact of world events on tensions between staff from different backgrounds. Some discretion in allocating project teams and reporting lines may be required.

When conflict occurs, managers need to encourage collaboration and respect between staff who struggle with diversity, and negotiate a solution to maintain team morale and keep differences from affecting staff performance. Some possible reasons for tensions between team members follow.

Tensions and differences of opinion may arise because a team member:

- ▶ does not understand another person because they have an accent, are softly spoken or misuse the English language
- ▶ misunderstands or mishears a comment
- ▶ interprets directness as aggression or indirectness as evasiveness
- ▶ has a different sense of humour or laughs when nervous, which another person sees as dismissiveness or failing to take a matter seriously
- ▶ becomes annoyed with a person who always needs to be shown a new procedure rather than reading the manual
- ▶ is frustrated with always having to watch what they say in case they make a comment that is unintentionally offensive to another person's culture
- ▶ attempts to resolve a difference of opinion by argument, rather than an exchange of views in a structured discussion.

Manage tensions

A manager's role, in relation to workplace tensions, is to encourage understanding between the parties, identify where the problem lies and negotiate a solution that results in greater understanding and improved work performance.

Individual meetings with the people concerned provide an opportunity for them to air their differences, see each other's points of view and come to an agreement.

Staff meetings can be used to discuss tensions and work together to solve problems that affect the whole staff, such as divisions between groups that result from differences in values, opinions and beliefs.

Informal opportunities for discussion are useful, as they may defuse a situation before a small difference escalates into a bigger issue.

Managers can also use the workplace's performance appraisal process as an opportunity to discuss issues that have arisen with individual staff members, providing the issue is not urgent.

Here is a process for managing tension within a workplace.

Conflict management strategies

Listen to the position of each party in the dispute or conflict without judgment or questioning of their position.

Get to the root of the problem and analyse whether the problem has a plausible solution or is a personality clash that requires you to separate the conflicting parties.

Speak to both parties about the nature and cause of the problem and suggest small, simple changes that can improve the chances of resolving the conflict successfully.

Work further with each party separately, and with both parties together, to come up with possible solutions. Obtain agreement from both parties regarding a solution.

Implement a solution.

Review and learn from the incident.

Example

A manager assists her team to collaborate and deal with tensions

Following a state election, two departments are combined into one. One of the departments is external to the ministry, and comprises six men who are career public servants with an average of 25 years' experience. The men were all born in Australia and are of Anglo-Celtic ancestry. The other department consists of five women and two men, and has a much lower average age. All have university degrees. One of the men is gay. Four members of this group were born overseas.

Fiona, the manager of the new department, addresses each group separately and acknowledges that the groups have different qualities and values. She asks each staff member to write, anonymously, what they are most concerned about with regard to the restructure.

On the first day of the new arrangement, all 13 staff attend a half-day program to facilitate the restructure and work through a process to get each person to talk about their skills and what they offer the new team.

Fiona then facilitates a process to determine what skills gaps exist that could be addressed through training. She arranges for the group to attend a program called 'Working with diversity'. Other plans include having a fortnightly lunch together. Staff meetings are to be held once a week, where they can air any grievances or talk about issues that have arisen.

Practice task 10

List four strategies a manager could use to settle tensions between team members as a result of a person’s age, ethnicity, abilities, culture, sexuality or language.

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Click to complete Practice task 10

Summary

1. To be effective within a diverse workplace, we need to be able to recognise and understand the characteristics that make people different from each other, know how these differences can affect the individual and know how these differences can affect others in the workplace.
2. One of the most valuable tools that you can use to develop people is coaching and mentoring.
3. Care service organisations need to consider the diversity of their clients’ values, beliefs and expectations.
4. People may require training to see the benefits of diversity and to effectively address issues of difference within a workplace.
5. Working effectively with difference is a strength that can improve the workplace’s services and client relations.
6. Workplaces and organisations continually look for ways to enhance services and seek improvements. One method of achieving this is through the diversity of their workforce.

Part B

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

Case study

A new trainee has begun working at the Community Health Centre. He has only recently arrived in Australia from a country which expects women to behave very differently to the way women behave here. This has resulted in numerous episodes of friction between him, other staff and patients. When his manager, Monica had a discussion with him, he responded positively and understood he had to modify his behaviour in order to continue working at the centre and become a happy employee.

1. What tips could Monica give the trainee in regards to working with people from a different culture?

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2. Monica stresses the importance of having the right attitude in order to achieve success. List six qualities that the trainee should embrace in order to achieve success.

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Topic 3

In this topic you will learn how to:

- 3A Use communication strategies to meet the diverse needs of individuals within the workplace**

- 3B Implement tailored communication strategies for individual and group needs**

- 3C Identify and/or develop and use resources that facilitate effective communication**

- 3D Reflect on use of communication strategies with regard to workplace potential improvements**

Adapt communication strategies

Having good communication skills makes it easier for you to work with culturally diverse people. If people do not speak or understand English well, you may need to communicate with pictures or signs. Learning some words in the client's language can also make them feel more comfortable.

There are many methods of communication. You must understand each method so you can use the most appropriate one to provide the best care for your clients, and so you can communicate effectively with everyone you work with.

3A Use communication strategies to meet the diverse needs of individuals within the workplace

The complexity of communicating at work depends on the complexity of diversity in the workplace. The most important thing to remember is to keep communication neutral. Do not describe, point out or highlight a person's personal characteristics and differences unless they have a direct bearing on the topic at hand. For instance, don't refer to someone as a single woman or a divorced man when you are discussing their commitment to their work. Such references are irrelevant and their marital status does not, and should not, define them.

Be familiar with the aids you can use to assist people when communicating with them. People with sight impairments may need text in larger print, braille or provided with an audio equivalent. People with low-level English language skills may need an interpreter, or text simplified or explained to them. If they can lip-read, speak to people with hearing impairments face-to-face and clearly. They may need written instructions, subtitles or special telephones, and they may need to be informed about loudspeaker announcements or alarms.

Your workplace should have policies and procedures in place for communicating with people with special needs, especially where safety issues are concerned.

Here are some tips for communicating with a person with special needs.

Tips for communicating appropriately with a person with special needs

- ▶ Do not make the person's differences the focus of discussion unless they raise the issue, or it is necessary.
- ▶ Speak to the person you are addressing, not their carer, interpreter, employer or other person.
- ▶ Ask the person about their requirements and preferences.
- ▶ Do not assume that a person's difference is a hindrance to them.
- ▶ Telling people how much you sympathise with them, or how terrible things must be for them, can make them feel just as uncomfortable as directly discriminating against them.

Inclusive and exclusive language

Inclusive language is when what you say includes everyone regardless of their age, race, status, gender and abilities. Inclusive language is sometimes referred to as politically correct language. It involves avoiding expressions that may be regarded as excluding, marginalising or insulting people. For example, 'Parents can arrange for carer leave' is not inclusive language as it assumes that only fathers or mothers may wish to take such leave.

Exclusive language leaves people out. This discriminatory language is often very subtle, for example, automatically addressing letters, reports or other correspondence with 'Mr' where the receiver's gender is unknown and excludes the possibility of the receiver being female.

Any stereotyping of gender characteristics or reference to gender where that reference is irrelevant can also be considered sexist language. For example, 'He fits in just like one of the girls', rather than 'He fits into the team very well', is exclusive.

Here are some ways you can use inclusive language.

Four ways you can use inclusive language

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

Avoid asking about a person's 'husband/wife' or 'girlfriend/boyfriend' when you don't know about the person. Many people are not married or in a romantic relationship and many people are not heterosexual. Using the word 'partner' could avoid making people feel left out or humiliated.

Revise the wording so that gender is not an issue, for example, 'Each staff member should sign a timesheet', rather than, 'The staff member should sign his timesheet'.

Try not to use broad categories. Terms such as 'the blind' or 'Asian people' or 'the gay community' can exclude the possibility of differences within these wide definitions, as well as focus on one characteristic that the individuals themselves may object to being categorised by.

Appropriate language terms

As language and society changes over time, terms that are deemed acceptable at one time may no longer be acceptable at another. This can be either because the language itself has changed or because the communities referred to have objected to the terms used to describe them. Working with diversity means you have a responsibility to refer to people with respect and consideration, and this means using terms that are acceptable to them. For example, the best general reference for Indigenous Australians is Aboriginal and Torres Strait Islander peoples.

When referring to a person with disability, a good rule of thumb is to refer to the person first, then the disability; for example, a person with a hearing impairment.

Gender-specific terms can be neutralised to include the possibility of both male and female subjects.

Some objectionable terms and their more appropriate equivalents are presented here.

Objectionable term	Appropriate term
▶ The elderly or the aged	▶ Older/senior people
▶ Disabled people	▶ People with a disability
▶ Handicapped, unfit, incapacitated	▶ Disabled
▶ Diabetics	▶ People with diabetes
▶ Epileptics	▶ People with epilepsy
▶ Wheelchair-bound people	▶ People using wheelchairs
▶ HIV victims	▶ People with HIV
▶ Mentally handicapped person	▶ Person with a learning difficulty
▶ Mankind	▶ Humanity
▶ Mr and Mrs Gerald Pareda	▶ Mr and Mrs Pareda
▶ Chairman, foreman	▶ Chairperson, foreperson

Nonverbal communication

Nonverbal communication includes body language and eye contact as well as touching. Body language is different the world over and many cultures have different ways of interpreting nonverbal communication.

Some people avoid eye contact as a sign of respect; others urge eye contact as a sign of honesty. Many people smile when they are nervous or embarrassed, others when they are comfortable and happy. People also use different head movements to signify yes or no. It is easy to become confused and misread people, even unconsciously, by focusing on their body language. When receiving communication from others, don't rely on nonverbal messages. Seek confirmation in speech or writing.



As with spoken language, you can exclude people in a number of ways. For example, making eye contact only with the man rather than the woman, only with the older person rather than the younger person, or only with the manager rather than the floor worker, could result in someone feeling offended or excluded.

Visual images

Visual imagery can be inclusive, exclusive and also discriminatory. Visual material such as posters, pictures, cartoons, material displayed on computer screens or transmitted to others, video, television and signs displayed in the workplace should be inclusive of all the organisation's employees, as well as any external customers. This means that they should not represent only one type of employee, but include employees of different ages, physical characteristics and abilities.



Pornographic, obscene or demeaning material is discriminatory and can be means for complaint to relevant government agencies.

Example

Removal of inappropriate posters

During the formation of equal opportunity and anti-discrimination laws, many male-dominated workplaces were asked or compelled to remove posters from workplace walls that were demeaning to women. Both internal and external customers were offended and/or intimidated by visual imagery displaying women in sexual poses. This sort of material is now frowned upon in most organisations, and can be grounds for sexual harassment.



Cross-cultural communication strategies

Community service organisations succeed in satisfying their clients when they provide the required service in a culturally appropriate person-centred manner.

To communicate successfully with clients who have different needs, such as people with diverse backgrounds, or people with a disability, you need to develop new skills and communication techniques.

Communication differences may include how people address each other, levels of formality, as well as nonverbal behaviour.

In the workplace or while visiting clients, you may be faced with a situation where you are trying to communicate with a person that does not speak the same language as you or may have hearing difficulties. In this instance there are methods you can use to help the communication process, some of which are detailed below.

Communication strategies

- ▶ Sign language, miming, pointing, using aids – many workplaces will have pictures instead of words to explain a procedure or task.
- ▶ Consulting or incorporating people that may understand the other language better than you – colleagues may speak the same language or come from the same culture and may be able to help

- ▶ Interpreter services may be available – for situations where understanding is imperative it is best to use a third party interpreter.
- ▶ There is never a ‘right way’ to communicate in a diverse workplace. Always question your assumptions, especially in regard to body language.
- ▶ Breakdowns in communications may happen, but when they do, look for a solution. Finding blame and recriminations just lead to further breakdowns.
- ▶ Use empathy in all your dealings. When you put yourself in the other person’s shoes you will find patience that you may not normally have.

Example

Cross-cultural communication strategies

Emma has a client named Fumio that has just recently moved to Australia from Japan. To ensure she was being respectful and not rude, Emma researched Japanese culture prior to meeting with him. Emma discovers that non-verbal communication plays a large part of the communication process with Japanese people. Eye contact is considered rude and body language speaks louder than words. Emma decides to study and practise her communication before meeting with Fumio.



Practice task 11

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

Case study

A workplace’s leave policy states the following:

When a single parent’s child is ill she can request leave to stay at home and care for her child. She can also take the child to a general practitioner, and if he provides the child with a medical certificate the staff member can use that day as part of her own sick leave. The staff member must consult with her manager so that he can authorise the appropriate leave.

1. What is the exclusive language in the case study?

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2. How would you reword it so that the language used is inclusive?

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3. Research and find out what communication tools can be used to help people who have the following disabilities:
- ▶ Hearing
 - ▶ Intellectual
 - ▶ Physical
 - ▶ Visual

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Click to complete Practice task 11

3B Implement tailored communication strategies for individual and group needs

Meeting people from different cultures and backgrounds is part of the work involved in community service.

It is not just language barriers that can lead to a breakdown in communication when dealing with a diverse group of people. Many cultures have different ways of communicating through body language. Some cultures are literally worlds apart in the way they think and behave in the same situation. When you are ready to implement your communication strategies, you must ensure everything has been taken into consideration before you proceed.

Direct communication

In some situations it is very important to use direct communication. Direct communication is can be defined as a clear message without room for interpretation. For example the sentence 'I need you to move from Position A to position B immediately' is direct communication. There is no room to misunderstand instruction. Direct communication will be used with people that need clear instructions.

Indirect communication is the opposite. Everything is open to interpretation and can be taken in different ways by different people. People who communicate indirectly tend to use body language, silences, tone and/or act out their needs instead of being direct and saying what they want or need.

You can implement different communication strategies for different abilities, knowledge and preferences. Here are some strategies for different groups.

People with complex communication needs (CCN)

- ▶ Augmentative and alternative communication options might be used – see <http://aspirelr.link/communication-aid-types>

English as second language

- ▶ Help from friends and family, miming, pictures, maps or an interpreter might be used.
Active listening might be used, whereby the listener re-states or paraphrases what they have been told in order to confirm their understanding.

Different culture than yours

- ▶ Adjust tone, body language, language (for example, jargon and idioms), personal space and eye contact.

People who are deaf

- ▶ Use sign language, writing or miming. If the person is able to read lips, face them and speak clearly (not loudly)

Example

Communication dictionaries

Similar to a normal dictionary, a communication dictionary outlines the meanings of words, phrases, gestures and sometimes behaviours for someone who has complex communication needs.

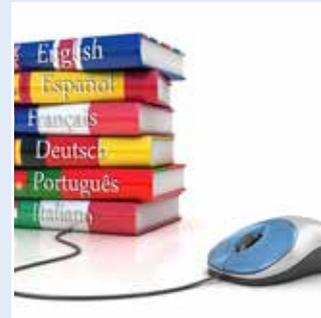
It should outline what the person does, in what environment, what it might mean and what you should do.

When Ben:	In what Environment:	Might mean:	You should:
Says “MMM”	In any environment	He is thinking about his mother	Ask him if he is thinking about his mother and whether or not he would like to see some pictures of her
Gestures with his index finger into his palm	In any unfamiliar environment	He wants to go to the toilet and does not know where it is	Ask him if he wants to go to the toilet. If yes, assist him to find the toilet

Example

Interpreter

Interpreters should be used when there is a chance that a client or work mate is going to be disadvantaged if a clear communication is not sent or received. Some organisations will have a decision tree that will help you decide whether to use an interpreter, or just a family friend, acquaintance or even a stranger that speaks the same language. The decision tree will work out how complex the matter is and the appropriateness of an interpreter. Other issues will come into consideration, such as cost and availability.



Example

Body language

Each culture has its idiosyncrasies when it comes to body language. The Japanese bow and look at your shoes when you meet. Italians kiss on both cheeks. Australians typically shake hands. Until recently it was only men that shook hands, but now it is customary for woman to do the same when first meeting someone. Smiling in one culture is evidence of happiness, whereas in another culture it could mean yes.



Practice task 12

1. Give an example of direct communication.

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2. Give an example of indirect communication.

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3. What are two ways to communicate with a person who is deaf?

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Click to complete Practice task 12

3C Identify and/or develop and use resources that facilitate effective communication

Communicating effectively in a diverse environment will include using all kinds of different resources. Local communities may have cultural education for specific cultures in their area. Local, state and federal governments may have funding for programs to help increase cultural awareness. Each community will have specific resources available to them to increase the independence and abilities of a diverse population. With the advent of the internet there are limitless websites that can provide information. The important thing about sourcing information from a website is to ensure it comes from a trusted site – sites which are recommended or somehow linked to the government are a good example of this.

Resources may also include basic brochures and signs, to more complex communication aids that are targeted to specific groups of people. Leaders that are managing a diverse workplace may create a communication book that identifies diversity issues and encourages staff to come up with solutions to the issue.

Some other communication aids are listed below.

Communication aids for people with a disability can include:

- ▶ chat books
- ▶ communication diaries
- ▶ objects, symbolic objects, photos or pictures
- ▶ devices (electronic or manual)
- ▶ electronic translators.

Example

Improve website accessibility

Some technology companies use a service called Web Adaptation Technology, which lets people with a disability make standard web pages more accessible. Users access standard websites through a host computer and a downloaded program on their computer that adjusts pages to make them easier to read.

Users can set and store personal settings, adjusting colours, background, font size, text style and line spacing. They can also eliminate banner ads and other images and modify keystroke timing. The service is free to not-for-profit organisations to distribute to computer users who are older or have a disability.



Example

Resources for communication strategy

Stacey works in a new child care centre. Recently a two-year-old girl that is hearing impaired joined their service. Stacey was determined to ensure the little girl was not disadvantaged. Stacey went online and looked up basic sign language that would help her communicate. She then approached the little girl's parents and got permission to have a training session with the rest of the staff. The parents provided flash cards and an Auslan book that they were using to learn sign language.



Practice task 13

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

Case study

Mary is 25 years old and has cerebral palsy. Her speech is limited and difficult to understand, especially for new communication partners.

Mary has just started working at a coffee shop 10 kilometres from her house. This has increased her independence greatly, both by spending time with people other than her family and having an income.

Mary has run into a couple of problems:

- ▶ She has asked her father to drive her back and forth to work as she has lost confidence in using the taxi service, as they do not understand her.
- ▶ She feels left out at work as her peers do not appear to want to talk to her. She believes that she has not been asked to go out with them on their regular Friday night drinks because of her speech.

1. What communication aids could be of assistance to Mary?

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2. What other options could be available to Mary instead of relying on her father for transportation?

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Click to complete Practice task 13

3D Reflect on use of communication strategies with regard to workplace potential improvements

Reflection is an important aspect of communication. No matter who you are communicating with, it is always a good idea to reflect on the communication and consider what went right and if anything was misunderstood. Misunderstandings can happen at the best of times but more so when the communication process has barriers to overcome.

Once you have established a communication strategy, the process of reflection will let you know whether the decisions you have made, or process you have put in place, has worked. It will also allow you to refine or tweak your strategy so your objectives are more readily met.

Reflecting on your communication strategies

Keeping a reflective journal is a good way to examine your communication strategies when working with culturally diverse groups of people.

Here is a reflective cycle that is commonly used to help people think about and make sense of their personal experiences.



Based on Gibbs' Reflective Cycle (1988)

Use the reflective cycle

To use the reflective cycle to examine your own communication strategies, follow these steps. Write each response in your journal.

Using the reflective cycle for communication strategies

- 1 Description**

Think of a recent incident where you were communicating with a socially and/or culturally diverse person or group of people. What happened?
- 2 Feelings**

When you were communicating with this person or group, what feelings were you experiencing and what feelings do you think they were experiencing?
- 3 Evaluation**

Do you think that the communication strategy that you used created effective communication?
- 4 Analysis**

What worked in your communication and what did not work?
- 5 Conclusion**

What do you conclude about this communication situation?
- 6 Action**

If you had the opportunity to do communicate with this person in this situation again, what might you do differently? Why?

Example

Reflection on communication strategy

Tom is 45 years old and two years ago was involved in a car accident which left him with an acquired brain injury. The main consequences of his acquired brain injury are that his thought processes are slow, his speech is difficult to understand and he becomes easily frustrated.

Before the accident, Tom was a business trainer for a supermarket chain teaching the Cert IV in Business to new store managers all across Australia. He would very much like to get back to being in the classroom or assisting new managers in some capacity.

Tom is married with three teenage children all of whom live at home. They are very supportive of their father since his injury. His family have learned to communicate with their father using their own set of signs and noises.

Tom and his wife are very involved in their church but have stopped going regularly and stopped attending church social events as Tom becomes frustrated when he cannot speak with others the way he used to.

Tom's supervisor, Emily is very keen to get Tom back to work, but the communication strategy they have been using does not seem to work as Tom is frustrated more often than not. Emily reflects on what has been working at home and discussed using the same methods at work. This will mean teaching several other team members the communication method but Emily sees this as a reasonable adjustment to get Tom back to work.



Example

Reflection on use of translators

Sanjet does not yet have a thorough command of English but because he has very close ties with his neighbour, his social worker thought it would be acceptable for his neighbour to act as his interpreter when filling in forms online. That was the strategy, but unfortunately for a variety of reasons it did not work out as well as planned. On reflection, it was decided Sanjet would use a qualified interpreter who was capable of accurately translating the important online documentation.



Practice task 14

1. Why is it important to reflect on communication strategies you have been using?

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2. What can you do if you discover the communication strategies you have put in place are missing the mark?

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Click to complete Practice task 14

Summary

1. Having good communication skills makes it easier for you to work with culturally diverse people.
2. Inclusive language is when what you say includes everyone regardless of their age, race, status, gender and abilities.
3. As language and society changes over time, terms that are deemed acceptable at one time may no longer be acceptable at another.
4. Nonverbal communication includes body language and eye contact as well as touching. Body language is different the world over and many cultures have different ways of interpreting nonverbal communication.
5. To communicate successfully with clients who have different needs, such as people with diverse backgrounds, or people with a disability, you need to develop new skills and communication techniques.
6. It is not just language barriers that can lead to a breakdown in communication when dealing with a diverse group of people. Many cultures have different ways of communicating through body language.
7. Communicating effectively in a diverse environment will include using all kinds of different resources.
8. Reflection is an important aspect of communication. No matter who you are communicating with it is always a good idea to reflect on the communication and consider what went right and if anything was misunderstood.

Learning checkpoint 3

Adapt communication strategies

This learning checkpoint allows you to review your skills and knowledge in adapting communication strategies.

Part A

1. A sign at the rehabilitation centre reads ‘We welcome all women into our yoga class.’ Why is this exclusive language and how could it be modified to be inclusive?

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2. Why would you modify your presentation of research data of health in the elderly, if your audience was of group of patients instead of a group of research scientists?

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3. We can communicate with each other in a number of ways. If you had a group of people who spoke a variety of different languages, none of them English, how could you communicate to them the location of the toilet in the medical centre?

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Part B

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

Case study

When a doctor immigrated to Australia he set up office in a country town which quickly saw a dramatic change in its demographics, largely due to the mining industry closing down. Many of the young people moved out as the work dried up, and older people moved in to enjoy retirement. The doctor admits there may be some difficulty for some people in understanding his accent so he has started active listening with his patients, which is essentially repeating what they say back to them.

1. How does active listening assist communication?

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2. In his previous country he relied almost exclusively on oral communication when interacting with patients. What other methods could he make use of now to improve communication?

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Topic 4

In this topic you will learn how to:

- 4A** Develop and document diversity strategies in consultation with stakeholders

- 4B** Advocate for diversity strategies to be implemented in accordance with workplace policies and procedures

- 4C** Develop measures for evaluating the outcomes of workplace strategies, policies and procedures for diversity

- 4D** Report on workplace diversity strategies within appropriate context

Contribute to workplace diversity policies and procedures

As a leader in your organisation, it is imperative that you are aware of all policy and procedure. Most policy and procedure documents are a work in progress and should be updated as needed. New policies may be instigated through updated legislation, an emerging need in the business or a risk identified. A procedure may need to be created or updated through the formation of a new policy, to assist staff members to implement a policy or to ensure consistency.

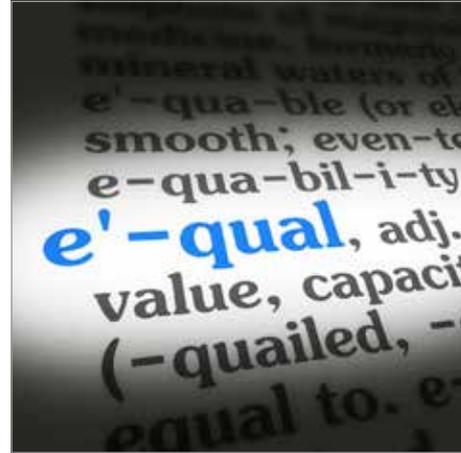
Stakeholders in the business are considered anyone who has an interest in what is happening in the business. Your role as a leader is to ensure you understand the needs of your diverse workforce. This will require consultation and open communication with everyone from all levels of the organisation.

Once any new or updated policies and procedures have been implemented you need to measure their effectiveness. From there you can report on whether they have been successful or need to be looked at further.

4A Develop and document diversity strategies in consultation with stakeholders

To ensure organisations are meeting their legal obligations to follow the principles of workplace diversity in their work practices and culture, management should develop a diversity policy (also known as an access and equity policy, or an equal opportunity policy). This policy shows how they plan to ensure their workforce is diverse and how they will display respect for their customers and the public.

A diversity policy also enhances an organisation's standing in the community, as well as staff morale and satisfaction. The policy must relate to all staff: permanent, part-time, casual and contracted.



Diversity policies

It is not a legal requirement for all organisations to have a specific diversity policy, but it is implied under the law that all organisations must adhere to the principles of diversity and equity. Some organisations, such as registered training providers and childcare centres, are required under legally binding industry codes to establish such policies.

Under Commonwealth anti-discrimination legislation, an employer may be held legally responsible for any discrimination or harassment that occurs in the workplace or in connection with a person's employment, unless it can be shown that all reasonable steps have been taken to reduce this liability.

A diversity policy helps an organisation plan and administer a management system and culture that encourage diversity, and implement practices and procedures to ensure the policy is enacted. Some objectives of a diversity policy follow.

Objectives of a diversity policy include:

- ▶ treating everyone with respect and dignity
- ▶ providing a safe, secure and healthy workplace
- ▶ making decisions such as hiring and promoting based on equity and fairness
- ▶ valuing a diverse workforce
- ▶ eliminating discrimination.

Example

Introduction to a diversity policy

Here is an example of an introduction to a diversity policy. This excerpt covers the way the policy begins, but does not cover key sections, such as a grievance procedure and the roles and responsibilities of managers and employees.

Philosophy

We believe in having a workforce that comprises people from a range of backgrounds and with varying ages, genders, abilities and outlooks. We believe that our organisation will prosper and grow by effectively utilising staff and their full range of capabilities and by valuing their contributions. The organisation will ensure that all employees and potential employees are treated fairly and equitably, and in accordance with relevant Commonwealth and state/territory legislation.

Policy application

- ▶ All employees have the right to a safe and healthy workplace free from discrimination and harassment.
- ▶ Selection and recruitment, training, promotion and leave must be based on a person's individual ability regardless of their human characteristics. Recruitment should reflect the Australian community and include people of different abilities, ages, genders, ethnicities and backgrounds.
- ▶ Leave may be given for cultural and religious events if prior notice of four weeks is provided. This will be based on individual circumstances and the manager's discretion.
- ▶ Maternity and paternity leave is granted (see specific leave policy).
- ▶ Leave may be given for family reasons. This will be based on individual circumstances and the manager's discretion (see specific leave policy).
- ▶ Employees must follow organisational policies and procedures and work cooperatively, fairly, respectfully and without bias or prejudice.

Breaches of the policy will be handled by the CEO and the HR manager.

Procedures for supporting diversity

Procedures specify how an organisation achieves the aims of its diversity policy. Here are some examples of procedures that support an organisation's policy.

Procedures for supporting diversity include:

- ▶ dealing with noncompliance
- ▶ managing complaints
- ▶ reviewing policies and procedures for managing diversity
- ▶ promoting diversity
- ▶ training the workforce in areas relevant to managing diversity.

Components of a diversity policy

A diversity policy should be relevant to the specific workplace and have the endorsement of the CEO, board and/or manager responsible. It may also include supporting documentation, such as an ethics guide, code of conduct, workplace behaviour guidelines, guidelines for managing poor behaviour in the workplace or a complaints procedure.

The policy should begin with a framing statement on diversity that states the organisation's philosophy. This statement should include the need for staff to reflect the Australian community and include people of different abilities, ages, genders, ethnicities and backgrounds.

A diversity policy should include the following components.

Components of a diversity policy

Definitions of discrimination, harassment and behaviours that will not be tolerated in the workplace.

Consequences of breaches of the policy.

Management responsibilities for equal employment opportunity (EEO).

Procedures for complaints and how these are to be made and managed.

Guidance provided by diversity policy

A diversity policy provides direction and rules for an organisation when it needs to engage in diversity actions.

A diversity policy provides guidance in:

- ▶ hiring and promoting staff
- ▶ allocating tasks
- ▶ allocating overtime
- ▶ providing information about workplace behaviour
- ▶ managing complaints about harassment and bullying
- ▶ developing other policies, such as a human resources policy.

Requirements of a diversity policy

A diversity policy needs to be updated regularly to ensure it is current and as effective as possible.

Here are suggestions for how to keep a diversity policy both accessible and updated.

Accessible

Make sure the diversity policy is easily accessible. The document may be made available as:

- ▶ a download from the organisation's intranet
- ▶ a document displayed in a prominent place or on display boards
- ▶ a pamphlet available for the public, as well as employees
- ▶ a part of induction manuals or organisation resource guides.

Up to date

Responsibility for the diversity policy may lie with the managers or HR staff. Specific tasks may include:

- ▶ ensuring all employees have access to the document, both at induction and as needed
- ▶ keeping records of all employees who have been inducted to the policy and when they receive refresher training, or retraining if the policy and procedures are updated or reviewed
- ▶ reviewing the document to ensure currency and relevance:
 - if legislation changes
 - as a result of organisational restructures
 - if it is found to have gaps or be unworkable
 - as a result of application
 - to improve readability and usability
 - for benchmarking against other policies
- ▶ maintaining version control of the document so that the current version is always used.

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2. Locate your organisation's diversity policy or the diversity policy of an organisation you are familiar with. In your own words, describe what it says about addressing religion in the workplace. What legislation does this relate to?

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3. Read the *Workplace Gender Equality Act 2012* which replaced the *Equal Opportunity for Women in the Workplace Act 1999* at: <http://aspirelr.link/workplace-gender-equality-act>. In your own words, list three of its key aims. Why do you think its emphasis has changed?

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Click to complete Practice task 15

4B Advocate for diversity strategies to be implemented in accordance with workplace policies and procedures

Workplace diversity involves recognising the value of individual differences and managing these to ensure a workplace that is free from discrimination, bullying and unethical practices. A workplace that embraces diversity is accepting and respectful of the various racial, cultural, societal, geographic, economic and language backgrounds and abilities of its staff and clients.

There are a number of requirements of managers if they are to carry out their duties in a fair and non-discriminatory way, discussed below.

To implement a diversity policy effectively, managers must:

- ▶ know the legislation they have to comply with
- ▶ understand all aspects of the diversity policy and supporting documentation
- ▶ have sound analytical skills to determine how to apply the policy when hiring and promoting staff, allocating overtime, managing complaints and disseminating information.

Comply with diversity legislation and organisational policy

When applying a diversity policy in the workplace, managers need to be aware of how to proactively comply with the policies and how to avoid noncompliance.

Here are examples of diversity legislation and organisational policy.

Age

Age must not be a consideration when hiring an employee. Discrimination on the basis of age may include hiring only younger people or not employing younger workers even though they have the required skills to perform the work. Your workplace may be able to employ older workers by adjusting the physical conditions of some jobs or recruiting them on a reduced-hours basis.

Ability, aptitude or disability

Employment should be offered on the basis of a person's ability to carry out the job. It is illegal to refuse to hire someone with a disability that does not prevent them doing the job.

Personality

Employees must be hired based on their ability to do the job. Rejecting an otherwise suitable applicant for a job based on personality (for example, 'She's too outgoing to be a manager') is a form of discrimination.

Culture

Celebrating important cultural events in the workplace is an example of promoting diversity, as is allowing people to dress according to their traditions as long as this does not breach safety laws or dress codes. Refusing leave requests, made in a timely fashion, to attend cultural or religious festivals and ceremonies can be discriminatory.

Language

Important notices should be translated into community languages for display on noticeboards. It is discrimination to hire a person who speaks a language other than English and not offer them safety information in their community language.

Ethnicity and race

Staff must be hired, promoted, trained and rewarded based on merit, regardless of ethnicity. Offering better conditions to members of a specific ethnic group is illegal. A person's race must not be made an issue in hiring, promotion or workplace behaviour. It is against the law to allow racist behaviour, such as jokes being circulated in the workplace that insult people of a specific race.

Equal opportunity requirements

Here are some examples of equal opportunity issues that may arise in the workplace.

Gender

- ▶ Hiring and promotion must be based on the best person for the job, not whether they are male or female. Treating a person differently to others because of their gender is discriminatory.

Nationality

- ▶ Organisations can be proactive to ensure the spread of staff nationalities reflects local population diversity. Refusing to hire people of specific nationalities is a form of discrimination.

Religion

- ▶ Providing flexibility for employees to meet required religious observances is an example of embracing diversity. Refusing a request, for example, to attend Friday afternoon devotion at a local mosque in lieu of taking a lunch break at the middle of the day can be discriminatory, particularly where lunch hours are not mandated.

Sexuality

- ▶ Organisations must not make an issue of a person's sexual preference. Dismissing a person because of their sexuality is illegal.

Marital status/family arrangements

- ▶ Addressing women by generic titles such as Ms is one way to be compliant. Embracing diversity may involve offering staff with children later starting hours to accommodate taking children to school and flexible hours during school holidays. Refusing reasonable and timely requests for leave from parents of school-age children during school holidays can be a form of discrimination.

Address and embrace diversity

Where work involves contact with people, the diversity policy should also address the rights of clients. This includes providing information about how clients can make and lodge a complaint against a staff member if they feel they have been discriminated against because of their age, gender, language, ability or sexuality, and how this complaint will be managed.

There are many ways to address and embrace diversity. It is a good idea for managers to regularly address the issue by brainstorming ideas, holding general discussions with staff, reading industry journals and visiting websites about diversity.

The Australian Government's guide *Best Practice – Recruiting and Retaining Experienced Staff* has tips for managing age issues.

You can read these tips at: <http://aspirelr.link/mature-aged-employment>

Example

A clear diversity policy guides recruitment

Robin, the marketing manager of a medium-sized organisation, is asked to recruit three more staff for the department. The CEO of the organisation stresses the importance of the new unit being able to 'reach out across the community'.

Maikel, the HR manager, provides a copy of the organisation's diversity policy, which states the need for the employee profile to reflect the diversity of the community. Further research by Robin shows that the major community languages in the target area of the organisation, other than English, are Turkish, Arabic and Croatian.

When advertising the new positions, a preference is included for speakers of community languages – particularly Turkish, Arabic and Croatian.

Recruitment focuses on both internal and external applicants, and results in the recruitment of an internal staff member who speaks Turkish and two people from the external pool who speak Croatian and Arabic. Robin makes sure these applicants also have the appropriate skills and knowledge required for the job in addition to their language skills.

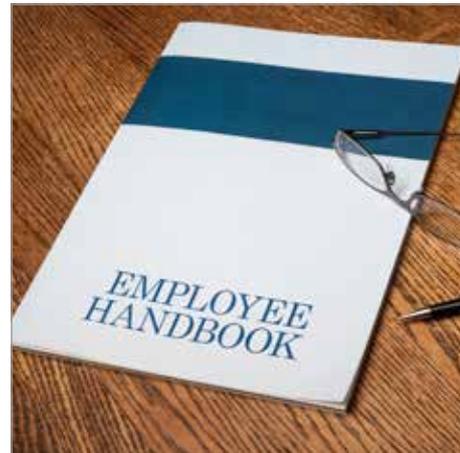
Robin receives good feedback from both the CEO and the HR manager. The new unit proves to be very successful in gaining business across the local community.



Ensure that the diversity policy is understood and implemented

It is important that everyone connected with the organisation is aware of the diversity policy. This includes board members, the CEO, managers, staff, contractors, visitors, clients and other people likely to enter the premises or to come into contact with staff from the organisation.

The amount of detail that needs to be communicated will vary; for example, visitors may only need to be aware of the organisation's diversity statement and the aims of the policy, whereas all staff require a full explanation of all procedures associated with the policy and its implementation, as well as the consequences of noncompliance.



Explain the contents of the policy

Staff need to learn about diversity more broadly, as well as about the diversity policy and its provisions.

The following parts of a diversity policy should be clearly explained to staff.

Contents of a diversity policy

- ▶ How the policy complies with relevant legislation
- ▶ The areas of diversity
- ▶ The organisation's statement on diversity
- ▶ Definitions of all technical terms such as discrimination, harassment, bullying and ethnicity
- ▶ Procedures for addressing areas of diversity
- ▶ Consequences if the diversity policy is breached
- ▶ Management and staff responsibilities with regard to diversity
- ▶ How complaints are made and managed

How and where to explain the policy

Having well-developed communication skills, including the ability to explain clearly and cater for a variety of learning styles and abilities, is essential for those responsible for promoting the diversity policy. Staff may include people with different abilities, backgrounds and language levels, so make sure you use a mix of speaking, graphical representations, photographs, videos, written handouts, anecdotes and information translated into commonly used languages.

There are a range of strategies and forums you can employ to ensure that the policy is promoted effectively and that people understand their obligations and follow procedures.

Training settings and methods to explain diversity include:

- ▶ induction programs
- ▶ information sessions and formal presentations
- ▶ staff meetings
- ▶ role-plays.

Information sessions and formal presentations

It is a good idea to make a formal presentation about the diversity policy to senior management to ensure their acceptance and understanding. Emphasise that the policy complies with current legislation. Check that all relevant staff are present and follow up with any who are absent on the day.

Work with other managers to support their role in informing team members of their rights and responsibilities, and how they can use diversity in their everyday work practices.

You could deliver an information session to staff, focusing on the diversity policy and their responsibilities towards other staff, clients, visitors and contractors. A session could include an electronic presentation, an expert speaking on diversity and legislation, opportunities to role-play, handouts with an overview of the policy and/or tips to implement diversity within each team.

Make sure the language used is appropriate for the audience and handouts are written clearly in English and/or relevant community languages. Explain terminology and discuss legislation using plain English. Make sure the content does not offend anyone; for example, be careful that a description or joke intended to illustrate an area of diversity is not offensive to any specific characteristics of your audience.

Here are some tips for holding successful information sessions and presentations.

Guidelines for information sessions and presentations

Hold them in a comfortable learning environment.

Make them relevant to the workplace and the staff of the organisation.

Have clear objectives.

Provide a variety of activities, and ensure time for participants to check their understanding.

Provide an opportunity for participants to brainstorm ideas, ask questions or discuss the information and how it impacts on the workplace with team-mates.

Training opportunities

Induction programs are a key opportunity for disseminating information about the organisation's diversity policy, and for communicating the importance that the organisation attaches to having a diverse workplace. Staff meetings can also be used for short training sessions.

Here is more information about training opportunities.

Induction programs

The diversity policy must be explained to all new staff as soon as they commence work, so they are aware of the organisation's aims and practices and their own responsibilities for diversity. A copy of the policy should be included in the organisation's policies and procedures manual as part of the induction kit.

Retain records of attendance and completed training for compliance purposes and to show that the organisation has taken a proactive stance in promoting the policy and eliminating discrimination, harassment and bullying.

Role-plays

Role-plays can be used to further staff understanding during training and information sessions. For example, you may ask staff to role-play what they might do if they are uncomfortable working with a specific team member because they don't have the same religious and cultural beliefs.

Take care to ensure that the participants are volunteers and are advised beforehand of what they are expected to do.

Staff meetings

Staff meetings can be used to explain aspects of the policy, explain how it is to be implemented, raise issues and discuss hypothetical incidents with the aim of educating staff about their responsibilities in relation to diversity. For example, you may explain what sexual harassment means, define bullying, instigate a discussion with a team member about how a policy may be implemented in their team, and describe what to do if they have a complaint about an aspect of diversity.

You can invite a guest speaker to talk about specific issues related to diversity and human qualities; for example, other nationalities, people with disabilities, older workers, and communicating and working with specific cultural groups.

Ensure the policy is understood

It is important to make sure the information you explain is understood and the diversity policy is respected by your audience.

Here are several suggestions for running training and information sessions effectively.

Allow for questions

Provide time during a session for people to ask questions such as:

- ▶ Why do I have to know all this – isn't it the managers' responsibility?
- ▶ How can I get to know about another person's culture?
- ▶ What do you mean by the word 'ethnicity'? I didn't understand what you were saying.
- ▶ Why should anyone need to know about my personal living arrangements?

Be prepared with answers to questions such as these. Some managers prepare a set of frequently asked questions with responses that people can take away and refer to when needed.

Seek feedback

To confirm that people understand diversity and its benefits, and know what to do to comply with the policy, you may need to seek feedback by:

- ▶ asking further questions to clarify any misunderstandings or confusion
- ▶ providing a survey or questionnaire to gauge their interest in, understanding of and attitude towards diversity
- ▶ observing them as they go about their tasks.

Ask questions

You may ask questions such as:

- ▶ What does 'diversity in the workplace' mean to you?
- ▶ Why does our organisation have a diversity policy?
- ▶ What do you have to do to ensure you are meeting the organisation's diversity policy?
- ▶ Why is it important for an organisation to understand your personal arrangements, such as having children to care for or being a single parent?
- ▶ What should you do if you feel you are being bullied?
- ▶ What are the consequences of not complying with the diversity policy?

Publicise the policy

Effective promotion and modelling by managers sends the message that the diversity policy is important and that the organisation wants everyone to embrace the policy.

Here are examples of opportunities for making sure the policy is widely available and its location and content are continuously referred to.

Publicity strategies

Distribute copies of the policy to staff as part of the policies and procedures manual.

Make copies available around the workplace and organise displays of information on noticeboards (physical and electronic).

Insert material into induction training and other training events such as annual refresher training.

Add new or updated material to the organisation's intranet when a law is amended or a situation relating to diversity is resolved.

Reinforce the policy's key messages whenever the opportunity arises; for example, supervisory discussions, performance appraisals and day-to-day observations.

Include excerpts in internal newsletters.

Implement the policy

There are many ways to ensure the policy is being successfully implemented once its implementation has become a goal of the organisation.

Here are some strategies and tips for managers who have implementation responsibilities.

Implementation strategies

- ▶ Observe staff in their day-to-day interactions with others.
- ▶ Check that procedures for recruiting and promoting staff are being followed.
- ▶ Identify the number and types of complaints being made in relation to harassment and discrimination.
- ▶ Discuss diversity at performance appraisal sessions to confirm understanding.
- ▶ Check that recommended changes are being implemented, such as celebrating other cultures, including newsletter articles on diversity or introducing flexible work hours for parents.

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Click to complete Practice task 16

4C Develop measures for evaluating the outcomes of strategies, policies and procedures for diversity

A valuable strategy for ensuring that a workplace values diversity and gains benefits from a diverse workforce is to spend time and effort talking to staff about diversity, the diversity policy in place, the procedures that have been implemented and any actions being taken by the organisation to support diversity.

Staff can provide valuable feedback and suggestions to ensure the policy is implemented effectively and efficiently, and maintains currency.

A key responsibility for a manager is to implement regular, critical reviews of the diversity policy to ensure it remains current. This includes checking legislation, seeking and analysing feedback, and making suggestions to improve the policy.



Measure success

There are various ways of monitoring whether the implementation of a diversity policy has resulted in positive changes in the workplace.

Here are examples of ways to measure success.

Different measures of success

Responses of staff from observation, sampling, interviews and quizzes can show the levels of understanding and acceptance of the policy.

Completing a profile of staff with respect to age, gender, ethnicity and so on can show the diversity of the workforce and whether it is more diverse than previously.

A job satisfaction survey can reveal an increase in job satisfaction, with positive comments for flexible work hours.

Records of incidents and complaints lodged with the HR manager about harassment, bullying and discrimination can show whether incidents and complaints have reduced.

Records can show whether verbal or written client feedback relating to inappropriate behaviour by staff has reduced and whether most feedback is now positive.

The number of celebrations and events held to celebrate significant cultural events may have increased and staff may be showing greater enthusiasm and participation.

Maintain currency

A diversity policy must relate to current Commonwealth and state/territory legislation, so make sure any legislative changes are noted and interpreted in your organisation's policy.

Here are some strategies for monitoring changes in legislation and trends relating to diversity and codes of conduct.

Strategies for monitoring changes

- ▶ Maintain membership of professional networks of HR practitioners, equal employment opportunity officers and other relevant groups.
- ▶ Monitor relevant websites such as state/territory agencies that focus on anti-discrimination.
- ▶ Attend information sessions provided by relevant agencies, including law firms, government agencies and training providers.
- ▶ Subscribe to journals whose target audience includes managers of organisations, HR professionals and related employees.

Seek and analyse feedback

You need to know whether the policy is working and whether it is effective.

Here are some practices that can assist you in seeking and analysing feedback.

Monitor incidents

- ▶ There may be incidents that tell you the policy is ineffective. For example, if a staff member complains to a team-mate that they are being harassed, the manager might identify two points that demonstrate the policy is not being complied with: the staff member did not complete a written complaint form as instructed in the policy, and another staff member may have breached legislation in relation to harassment.

Observe interactions

- ▶ Observing staff interactions and listening to discussions at staff meetings can let you know whether staff understand the diversity policy. If not, find out the cause, such as the policy using complex language or providing unclear instructions, or people forgetting the information after their initial training.

Check procedures

- ▶ Checking that procedures are being followed confirms that the policy is effective; for example, that recruitment notices use inclusive language and hiring is based on ability.

Conduct a formal, critical review of the policy

A review of your organisation's diversity policy requires planning and is a more formal way of evaluating the currency and effectiveness of the policy.

Making sure all staff are consulted will indicate how effective the policy is. Go through each section of the policy and check it for currency, how effectively it relates to the organisation, what amendments or additions should be made and whether it could be written more clearly.

Here are examples of actions that could be undertaken as part of a review of diversity policy.

Strategies for consultation and review

- ▶ Open informal forums that encourage input, debate and an exchange of ideas and views.
- ▶ Arrange for staff to visit other workplaces to research best practice.
- ▶ Conduct surveys or questionnaires with staff, managers and board members.
- ▶ Hold interviews with relevant stakeholders.
- ▶ Implement a suggestion box for anonymous comments and suggestions related to diversity and policy implementation.
- ▶ Engage state/territory agencies responsible for implementing diversity legislation to review the organisation's diversity policy and practices.
- ▶ Conduct role-plays that challenge staff members to manage situations involving potential incidents of noncompliance with the diversity policy.

Make suggestions to improve the policy

You may be able to suggest a range of improvements following a formal review, staff feedback, observations and informal discussions. If so, follow the organisation's procedures for implementing suggestions, such as preparing a formal report to management, discussing the improvements with staff and ensuring training is organised.

You may have found that the religious practices of growing numbers of your staff have not been adequately catered for, and suggest including new provisions in the policy; for example, a request form to attend religious ceremonies; a specific area for staff to observe prayer requirements; and a dress code that embraces people's cultural dress while still complying with safety regulations.

There are a number of ways to address issues you have discovered in your review of the efficacy and currency of your organisation's diversity policy. Some suggestions for strengthening your diversity policy follow.

Suggestions for strengthening your diversity policy:

- ▶ Revise the wording of the policy to eliminate complex language.
- ▶ Conduct regular diversity discussions with staff.
- ▶ Make the policy more visible through displays or newsletter articles.
- ▶ Promote the organisation's diversity policy within the local community.

Example

Embrace diversity

A new CEO with a strong and passionate commitment to diversity initiates a review of the organisation's diversity policy.

The following steps are included in the review process:

- ▶ Launch review at staff meeting.
- ▶ Check that the policy reflects current legislation.
- ▶ Check when diversity training has been conducted.
- ▶ Interview staff using a questionnaire to check their knowledge and understanding of the diversity policy and their responsibilities, and of where the policy is located.
- ▶ Check how visible the policy is.
- ▶ Analyse the diversity of the workforce in relation to ethnicity, age, gender and so on.
- ▶ Check supporting documents such as a code of ethics.
- ▶ Hold staff meetings to gain staff input on how the organisation can embrace diversity and use it as a business asset.
- ▶ Research best practice.



After this review, the policy is revised and then endorsed by the board, CEO, senior management and staff, and a copy of the updated policy is displayed in the reception area and staffroom.

In addition, the HR team initiates a monthly newsletter that includes examples of best practice in supporting diversity, explanations of how the diversity policy affects the work of different sections of the organisation and announcements of cultural significance to staff.

Practice task 17

Locate your organisation's diversity policy or the diversity policy of another organisation you are familiar with.

1. List some actions you could take to maintain the currency of the policy in relation to legislation.

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2. List at least three strategies for identifying how well the diversity policy is being complied with.

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3. Describe a possible improvement that could be made to the policy.

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Click to complete Practice task 17

4D Report on workplace diversity strategies within appropriate context

How each organisations reports on their diversity strategies will depend on their policies, procedures and practices. An organisation that has just recently implemented new diversity practices in their workplace may need to report on their effectiveness more often than one that has been in place for a while.

Some organisations may report yearly, along with their annual report and others may require a quarterly report. Reports can come in the form of statistics (quantitative data) or reviewed through interviews and discussions (qualitative data).

The most important issue when reporting is to look at the policies, procedure and practices set out and ensure the organisation is abiding by them. The question needs to be asked - are they working or do they need to be updated? It is always the intention when creating policies and procedures that they will get the result intended but sometimes in practice they miss the mark.

Example

Reporting on workplace diversity policy and procedure

Jim manages a service organisation that employed five people. The activities of the organisation have suddenly expanded and within six months he has increased his staff numbers to over 25. When expanding, Jim decided it was important to ensure he had a diverse workforce so he got the help from a local diversity employment agency.

One of the first employment decisions Jim made was to hire a part time HR consultant, Pieta, to ensure all his policies and procedures were up to date and reflected the needs of the business.

Reviewing and reporting on their diversity policies and procedures was the first task Pieta was required to complete.

Jim requested Pieta report on whether their policy and procedure was up to date with legislation and best practice. Her report needed to:

- ▶ reflect the needs of the organisation
- ▶ reflect the needs of employees, customers and other stakeholders
- ▶ include key areas of diversity
- ▶ use appropriate language
- ▶ cover all legislation including anti-discrimination, equal opportunity and human rights legislation
- ▶ display best practice
- ▶ instigate collaboration.

Pieta was also asked to give recommendations for improving the current policies and procedures, taking into consideration her findings.



Example

Report on workplace diversity practices

A leading community service organisation produced a clear statement on their need for workplace diversity. Research had indicated that it was good practice to have a diverse and inclusive workplace. For the past five years their policies, procedures and practices all reflected the organisation’s passion for this.

To ensure their policies and procedures are getting the results required each department must complete an annual workplace diversity and inclusion report. This report will summarise each department’s key achievements against the organisations Workforce Diversity and Inclusion Strategy.

The diversity and inclusion strategy includes five objectives and within those objectives there are specific performance requirements and deliverables that must be met.

Once the reports have been collated the organisation as a whole is reported on in their annual report.



Practice task 18

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

Case study

A community service organisation has a lengthy and very prominent diversity policy. Recently the CEO has been replaced by Edward, a diversity advocate. It is time for a policy and procedure review but before it begins Edward analyses the reports completed over the past five years.

It becomes very obvious to him that there has been little or no real review of the diversity policies as a lot of the language is discriminatory and the legislation referred to is not current. As far as Edward can see, the version control of the document has simply been changed – there have been no real updates in the past five years.

1. When Edward instigates a review of the policy and procedures what do you recommend he ensures is included?

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2. Considering the past reports, how often do you recommend their diversity strategies should be reported on and in what format?

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Click to complete Practice task 18

Summary

1. To ensure organisations are meeting their legal obligations to follow the principles of workplace diversity in their work practices and culture, management should develop a diversity policy that shows how they plan to ensure their workforce is diverse and how they will display respect for their customers and the public.
2. A diversity policy needs to be updated regularly to ensure it is current and as effective as possible.
3. When applying the diversity policy in the workplace, managers need to be aware of how to proactively comply with policies and how to avoid noncompliance.
4. Where work involves contact with people, the diversity policy should also address the rights of clients.
5. Having well-developed communication skills, including the ability to explain clearly and cater for a variety of learning styles and abilities, is essential for those responsible for promoting the diversity policy.
6. Staff can provide valuable feedback and suggestions to ensure the policy is implemented effectively and efficiently, and maintains currency.
7. How each organisation reports on their diversity strategies will depend on their policies, procedures and practices.

Learning checkpoint 4

Contribute to workplace diversity policies and procedures

This learning checkpoint allows you to review your skills and knowledge in contributing to workplace diversity policies and procedures.

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

Case study

Felicity has taken over her parent's disability care centre, which they had run as a family business for many years. Although her parents were well intentioned, they had not kept up to date with relevant legislation with regard to internal policies on diversity, discrimination and equal opportunity. It was Felicity's intention to expand the business, so she had to prepare a diversity strategy to ensure a smooth transition into its new form.

1. Who should Felicity consult with before creating her strategy?

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2. List at least four objectives that should be included in her policy.

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3. List four procedures that would support diversity.

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4. Felicity will hold a training session to introduce her policy. What content should she present to her staff to ensure they understand aspects of the policy?

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5. How could Felicity ensure the training sessions are successful?

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6. List three measures of success that Felicity could put in place to ensure her new strategy is working.

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7. Felicity is worried if she does not stay on top of things the business will be left behind again. What strategies can she use to ensure she is monitoring changes in legislation, code of practice or trends relating to diversity?

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8. After six months Felicity has decided to complete a formal review of the policy. How should she go about this?

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9. Felicity has asked the day manager, Anna, to complete a report on the workplace diversity policies and procedures. She has given Anna all the feedback she has received from the stakeholders, and wants it collated into a report that will give her meaningful information so she can create an action plan going forward. What should Anna include in her report and what guidelines should it follow?

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