

BSBDIV301 Work Effectively with Diversity - Resource



**BSB30115 Certificate
III in Business**

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COURSE INTRODUCTION

ABOUT THIS GUIDE

This learner guide covers one unit of competency that is part of the BSB30115 Certificate III in Business Training Package:

BSBDIV301 Work effectively with diversity

This unit describes the performance outcomes, skills and knowledge required to recognise and interact productively with diversity in the workplace. It covers sensitive responses to, and interactions with, all manner of diversity that might be encountered during the course of work.

This unit applies to individuals who work in a variety of contexts, where they will be expected to interact with a diverse client and/or coworker population.

ABOUT ASSESSMENT

This guide contains a range of learning activities which support you in developing your competence. To apply this knowledge to your assessment you will be required to complete the assessment tools that are included in your program. The assessment is a competency based assessment, which has no pass or fail; you are either competent or not yet competent. This means that you still are in the process of understanding and acquiring the skills and knowledge required to be marked competent.

For valid and reliable assessment of this unit, a range of assessment methods will be used to assess practical skills and knowledge.

Your assessment may be conducted through a combination of the following methods:

- Third-party reports from a supervisor
- Practical demonstration of your skills in a classroom situation
- Projects and assignments
- Portfolio of evidence
- Written or verbal questioning to assess knowledge and understanding of business policies and procedures
- Oral presentation
- A combination of these methods

The assessment tool for this unit should be completed within the specified time period following the delivery of the unit. If you feel you are not yet ready for assessment, discuss this with your trainer.

To be successful in this unit you will need to be able to join you're learning to your work place, this should be achievable for those who are employed and for those who are not yet employed and you will be required to use observations of examples that can take place in a workplace environment.

ELEMENTS AND PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Recognise individual differences and respond appropriately | <ul style="list-style-type: none">1.1 Recognise and respect individual differences in colleagues, clients and customers1.2 Respond to differences sensitively1.3 Ensure behaviour is consistent with legislative requirements and enterprise guidelines1.4 Accommodate diversity using appropriate verbal and non-verbal communication |
| 2. Work effectively with individual differences | <ul style="list-style-type: none">2.1 Recognise and document knowledge, skills and experience of others in relation to team objectives2.2 Encourage colleagues to utilise and share their specific qualities, skills or backgrounds with other team members and clients in order to enhance work outcomes2.3 Ensure relations with customers and clients demonstrate that diversity is valued by the business |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential knowledge and skills and their level required for this unit.

REQUIRED KNOWLEDGE

- Key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
 - Anti-discrimination legislation
 - Ethical principles
 - Codes of practice
 - Privacy laws
 - Occupational health and safety
- Major groups in the community and work environment, as defined by cultural, religious and other traditions and practices
- Reasonable adjustments that facilitate participation by people with a disability
- Value of diversity to the economy and society in terms of workforce development, Australia's place in the global economy, innovation and social justice

REQUIRED SKILLS

- Culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- Problem-solving and initiative skills to recognise and address own responses to difference

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- Adjusting language and behaviour as required by interactions with diversity
- Awareness of diversity issues
- Knowledge of relevant legislation

Context of and specific resources for assessment

Assessment must ensure:

- Access to an actual workplace or simulated environment
- Examples of diversity issues in the workplace
- Examples of documents relating to diversity policies and procedures

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- Analysis of responses to case studies and scenarios
- Direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- Oral or written questioning to assess knowledge of sourcing support about workplace diversity
- Review of documentation outlining the knowledge, skills and experience of others in relation to team objectives

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- Workplace effectiveness units

PRE-REQUISITES

This unit must be assessed after the following pre-requisite unit:

There are no pre-requisites for this unit.

TOPIC 1 – RECOGNISE INDIVIDUAL DIFFERENCES AND RESPOND APPROPRIATELY

RECOGNISE AND RESPECT INDIVIDUAL DIFFERENCES IN COLLEAGUES, CLIENTS AND CUSTOMERS

WHAT IS WORKPLACE DIVERSITY?

Workplace diversity is about acknowledging differences and adapting work practices to create an inclusive environment in which diverse skills, perspectives and backgrounds are valued.

It is about understanding the individual differences in the people we work with that arise from a broad range of backgrounds and lifestyles, and recognizing the value of using those different perspectives, ideas and ways of working to enhance the quality and outcomes of work.

Our diversity is shaped and informed by a variety of characteristics including:

- Age
- Ethnicity
- Gender
- Disability
- Language
- Religious beliefs
- Life stages
- Education
- Career responsibilities
- Sexual orientation
- Personality
- Marital status



Workplace diversity builds on the traditional principles of Equal Employment Opportunity (EEO). While EEO focuses on ensuring that all people have access to employment opportunities and conditions, diversity means accepting, welcoming and valuing the differences inherent in every individual and recognizing the contribution that a diverse workforce can make to organizational effectiveness and performance.

A key aspect of workplace diversity is the contribution that we all make to a workplace that is free from discrimination and harassment.

Discrimination is the prejudicial and/or distinguishing treatment of an individual based on their actual or perceived membership in a certain group or category, "in a way that is worse than the way people are usually treated." It involves the group's initial reaction or interaction, influencing the individual's actual behaviour towards the group or the group leader, restricting members of one group from opportunities or privileges that are available to another group, leading to the exclusion of the individual or entities based on logical or irrational decision making.

Harassment covers a wide range of behaviours of an offensive nature. It is commonly understood as behaviour intended to disturb or upset, and it is characteristically repetitive. In the legal sense, it is intentional behaviour which is found threatening or disturbing. Sexual harassment refers to persistent and unwanted sexual advances, typically in the workplace, where the consequences of refusing are potentially very disadvantageous to the victim.

Equality is about treating people fairly and equally. People with the same needs should be treated equally, regardless of their appearance, beliefs, age, background or lifestyle.



Diversity is about recognising that there are differences between people and taking these into account when we relate to them. It is about not treating everyone as if they were the same, or expecting everyone to react to situations in the same way. It is about learning to recognise that people are different and working to overcome our own personal preferences and prejudices to make sure that everyone's views are heard and taken into account, and that everyone is treated appropriately.

WORKPLACE DIVERSITY OBJECTIVES

An organization's commitment to creating a working environment that values the diversity of people, will include:

- Sustaining awareness of diversity
- Demonstrating commitment to diversity
- Maintaining a safe and secure work environment

Objective 1 - Sustaining awareness of diversity

Provide information on workplace diversity to all staff and customers who enter the store. This can be done through formal training with staff to posters and flyers for customers to pick up.

Objective 2 - Demonstrating commitment to diversity

- Treat others with respect, courtesy and consideration
- Demonstrate workplace diversity in leadership
- Support flexible working arrangements
- Recruitment processes and fair selection decisions based on merit

Objective 3 - Maintaining a safe and secure work environment

Support for employees

- A network of trained Workplace Harassment Contact Officers (WHCOs) is promoted and maintained to provide information and support to employees who have concerns about harassment.

Roles and Responsibilities

- Employees must act in accordance with the Key Behaviours, Values and Code of Conduct. Each staff member has an important role in creating an environment where diversity is valued. In particular, we can:

Responsiveness

- Be open minded - listen and respond to the views of others

Ethics and Integrity

- Demonstrate appropriate behaviour in all our activities

Professionalism

- Treat others with respect, courtesy and consideration
- Not tolerate harassment or discrimination

Enthusiasm

- Participate in events to celebrate our diversity
- Contribute ideas and draw on our skills, knowledge and background

Creativity

- Identify and cooperatively address barriers to diversity and participation

Teamwork

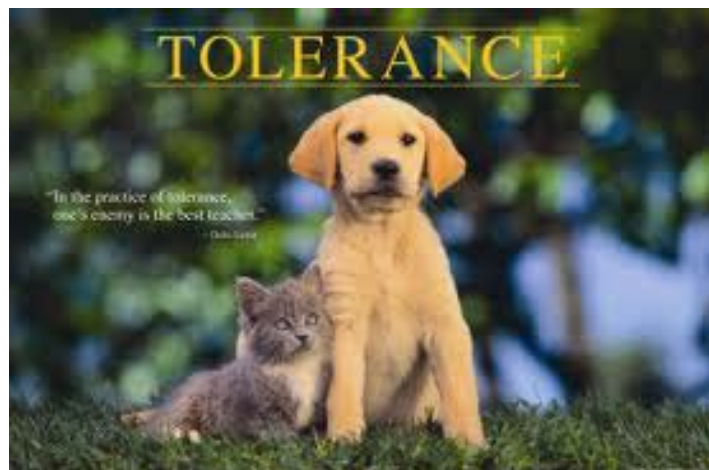
- Work to build an environment in which everyone can fully participate

Implementation

- Responsibility for ensuring the successful implementation of this strategy rests with all employees in the department, in particular senior managers.

BECOME MORE TOLERANT AND ACCEPT OTHERS OPENLY

Many people who are fearful of others are not so because they have any sense of resentment towards them but because they're not sure how to go about communicating with them and also because they fear that their own little 'cocoon of protection' might be threatened. In other words, they make the mistake of believing that others' viewpoints and opinions might open them up to the risk that their own opinions may be deemed worthless. This is simply not true. What is important is that everybody is entitled to a viewpoint or opinion and we should respect that right even if we don't necessarily agree with it.



Tolerance is the key but you can still maintain your own identity and still have valid viewpoints. Remember, even identical twins have their own individual experiences and opinions and you probably don't agree with everything your parents or children say but does that necessarily compromise you?

There are many things we can do to move towards accepting other people's opinions and respecting our differences. At a very basic level, we should treat others with the same degree of respect as we would like to be treated ourselves. We should embrace our differences, not be afraid of them and we should never judge a person on our first impression which is often about how he or she looks. Taking the time to get to know the person within is a far better indicator than pre-judging them on appearances alone.

Getting to truly know a new person who we may feel is quite different to us can be a very rewarding experience. It's true that when we're looking to make friends or start relationships that we tend to gravitate towards people we believe are similar in outlook to ourselves but in restricting ourselves to that mindset, we can often miss out on many interesting experiences.

BE PREPARED TO LISTEN

Communication isn't simply about talking. In fact, some of the best communicators on the world stage tend to be less 'vocal' than we might think they'd need to be to be effective communicators. Take Kofi Annan at the UN for instance. He holds one of the world's most powerful positions when it comes to mediating between powerful people from different countries often with major differences in opinion but he's good at what he does as he's a good listener and, in effective communication, it's listening that's often the key.



Take time to listen to other's opinions and acknowledge them and also be confident to express your own. Listening to other's opinions doesn't mean you have to deviate from your own firmly held viewpoint, although a diverse opinion to your own can sometimes make you think about things in a different light. This is all part of a maturing of the mind. It's not about convincing others that you are right or about them convincing you that they're right but simply a matter of being understood and an acceptance that you might agree to disagree.

If people become more tolerant towards others and take time to get to know some of those with whom they were unfamiliar with previously, it would lead to a far more peaceful and understanding world and, ultimately when considering your own self-growth, an acceptance of other people's differences is a sure-fire way of gaining a more complete acceptance of yourself.

As much as we'd all like to sail through life peacefully with never a cross word said by us or to us we all know that this is impossible.

Even the happiest of relationships, be they personal or professional, experience conflict or disagreement from time to time and, managed correctly, it is a healthy component of any partnership as it allows both parties to air their views and to hopefully reach a solution that will further strengthen the relationship.

WHY ARGUING DOESN'T WORK

If you have ever witnessed an argument from the 'outside', you'll no doubt have simply heard a load of screaming, lots of anger being vented and very little resolution at the end. Arguments can be very destructive. Nothing ever seems to get resolved and many of the valid points either side might have to make tend to get lost amidst the shouting and personal attacks which are often vindictive and vicious.



Arguments tend to occur because either party has built up resentment over the other's behaviour or standpoint over a period of time until it erupts in the form of a verbal confrontation. However, the important thing is to try to resolve these differences calmly as both parties are then more likely to be able to understand the other side's viewpoint a lot more clearly and this is far more likely to result in a successful resolution to both parties, even if that might mean compromise on the side of one or both parties.

A CALM APPROACH

If you are faced with a difficult situation which will possibly involve a conflict of opinion with somebody else, it's important that you try to keep calm and not to over-react.

Often when people 'lash out' during an argument, that's their way of letting the other person know exactly how they feel. However, rarely is that productive because it shows a lack of self-control but it's often far more powerful and effective to actually communicate those feelings calmly and honestly and to do that when the dust has settled somewhat. Try not to lose control and try to be specific about the issues which are causing you to feel aggrieved.

Speak slowly and don't move on to other issues until each issue is discussed individually first. Ask the other person not to interrupt as you go through the issues but allow them the courtesy of a response to each issue before moving onto the next point.

Stick to your specific grievances and don't allow your discussion to become a series of personal attacks. Explain how the actions of the person made you feel but don't resort to accusations as this can often inflame the situation and force the other person into defending themselves which, in turn, can lead to arguments. Be specific and don't generalise or exaggerate your grievances. By blowing things up out of all proportion or moving off on a tangent, it will prevent the real issues you have from being listened to and considered. Don't use the session to reel off a list of old injustices from way back when. You'll end up arguing about the validity of facts from possibly years ago which will do nothing to help your current cause.

It is, however, worth remembering at all times that in order to reach a solution or compromise to your disagreement, it is a two-way affair and so you must allow the other person sufficient time to answer any of the issues you've raised.

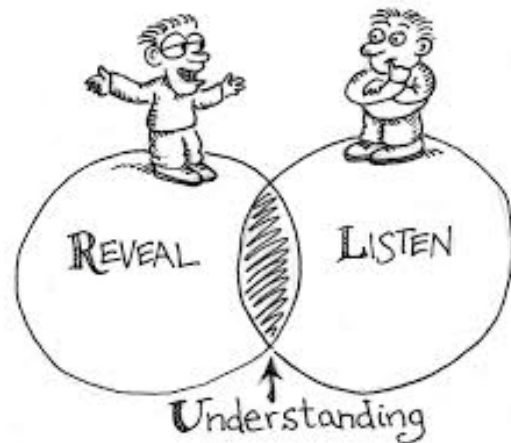
The important things in any conflict resolution is to determine what it is that is actually bothering you and what you'd ideally like the other person to do or not to do as a result of discussing things with them. Know what your goals are and the possible resolutions that may be acceptable to you. It's also important to set aside some time for the discussion so that it can be conducted in a calm manner. A rational approach to resolving your differences is unlikely to work if either of you are feeling emotionally fraught at the time you sit down.

MUTUAL UNDERSTANDING

It's not about 'winning' but about reaching a satisfactory solution that is mutually agreed to by both of you and allowing the other person to also suggest a possible compromise solution if you are both unable to reach an agreement.

Compromise is not a sign of weakness but a sign of maturity and, whilst you may not feel you can compromise on certain issues, most disagreements tend to be more amicably resolved if there's a little give and take on both sides.

Always remember that disagreements and conflict, whilst not always pleasant, are, however, a fundamental part of life. They are inevitable from time to time and, managed well, are often simply the mechanism which allows us to get over a particular hurdle and to move on positively.



Good listeners are surprisingly rare. Hearing people and properly listening to them are two separate processes and unfortunately, the two don't coincide particularly often.

The key ingredient of good listening is the providing of support. That is not to say that the listener agrees unconditionally with everything that the speaker is saying. Rather, it involves investing time in the speaker and making use of empathy to try to understand him or her. Listening is something we all take for granted, but listening well is a skill, and one that requires energy and dedication.

Are you as good a listener as you think you are? Perhaps you feel you show empathy by relating personal experience into your conversations? But being too quick to turn the conversation onto your own experiences (even if it is done with the genuine eagerness to prove we too have those feelings!) can actually make you appear to be a bore or self-obsessed.

YOUR PRESENCE IS REQUIRED

The first key point for good listening is to stay present. Be part of a conversation, not two sparring monologues. There isn't much worse than a "listener" who makes all the right noises whilst simply waiting for a break in the conversation to erupt into an autobiographical ramble. It is unpleasant to be speaking and become aware that the "listener" is just itching for us to stop so they can explode into a monologue. As opposed to this, a good listener is reactive: reacting to the stimuli provided by the speaker. Poor listening limits friendships; people will subconsciously or consciously decide not to come to you to talk about certain things, diminishing your wealth of human interactions.

So, listening attentively is the first lesson. Employ questions sparingly, as prompts and to show you are reacting to the speaker's words. Body language is also essential. A wandering eye implies boredom, so keep your focus! It is important not to give judgment's or respond with your thoughts too early in the conversation, if at all. You

don't know when someone has got to the crux of what they want to talk about – they may spend a long time warming up before they feel they can speak what's really on their mind.

A subsidiary point to this is that it is helpful to sum up, to the speaker, in your own words what you think are their key points. It shows you're listening and checks if you're on the right track: they may say, "Well, not exactly, it's more like..."

RELATING YOUR EXPERIENCES

To be a good listener you must know when the focus is, and should remain on, the other person. When this is the case personal experiences should only be used as an occasional tool to display empathy and your experiential credentials (if you deem this necessary at all). There are occasions when your experience can be used as a learning tool for the other person (they can learn from your mistakes) but you must remember that your experiences must only be mentioned if they have a firm relevance.

TALKING SOLVES PROBLEMS



Talking, a great deal of the time, involves problem solving. Despite this, it's good to be wary of giving advice too freely – in all but the times when you are one hundred percent sure of your convictions (and even then you may subsequently find you were wrong).

The truly important thing about becoming a good listener is not to underestimate the power of the conversation process itself. It is

cathartic. On top of this, your friend might very well be able to untangle his or her thoughts just through speaking to you. The speaking process intrinsically requires clarity of thought and so does much of the work.

A RETURN ON YOUR INVESTMENT

There's no doubt about it, listening to a friend with problems requires an input of time and energy. That is why some people just don't want to hear. However, making that life choice to be a good listener is a valuable decision. Being a good listener can pay a number of dividends as relationships and friendships grow and, through mutual respect, comfort in sharing intimacies increase.

Of course there are exploitative one-sided friendships and it is up to you to walk away if you feel you are in one of these. However, sometimes you just need to be there for someone. As a good listener, you will also find more people happy to hear your problems and thoughts. It is impossible to unlink our own welfare from others' and so; ultimately, making the decision to be a sensitive and supportive listener is a decision to increase the quality of your own life.

Self-Test 1.1

Our diversity is shaped and informed by a variety of characteristics including:

- Age
- Ethnicity
- Gender
- Disability
- Language
- Religious beliefs
- Life stages
- Education
- Career responsibilities
- Sexual orientation
- Personality
- Marital status

- ☐ True
☐ False

Self-Test 1.2

Fill the gaps with words from the list below:

Creating, diversity, maintaining, sustaining, values, demonstrating

An organisation's commitment to _____ a working environment that _____ the _____ of people, will include; _____ awareness of diversity, _____ commitment to diversity and maintaining a safe and secure work environment.

RESPOND TO DIFFERENCES SENSITIVELY

RESPOND TO DIFFERENCES SENSITIVELY

We are all the products of our own individual upbringing and experiences so it is completely natural that we will all have differences in opinions on a wide range of issues.

The world would be a very dull place if we were all the same and it's the incredible diversity amongst people throughout the world that makes it such a fascinating place.

THE WORLD IS GETTING SMALLER

Cheaper air travel and the internet has made the world seem a much smaller place and we are increasingly brought into contact with people from many different ethnicities religious backgrounds, languages, cultures and belief systems. You can see this every day on TV, on the news, in newspapers, out and about in society etc. To feel comfortable about people whom we encounter means that we must feel comfortable about ourselves and this means accepting ourselves for what we are.

PREJUDICES

Unfortunately, many people put up barriers to protect themselves instead of opening themselves up to others. This, in turn, leads to a mistrust of others regardless of colour, religion, gender or any other stereotypical excuse given as to why we fear others and, on a global scale, this is often borne out in the wars that we see around the world and in an increase in terrorist activities. We all know that these kinds of responses only really fuel further mistrust yet, even in our own immediate environments such as the workplace or even in our local pub, we all tend to congregate in our little groups without giving much thought to others around us.



BENEFITS OF BEING OPEN TO OTHERS

When we get to learn about others and respect our similarities and our differences, we get to learn so much more about the world and about ourselves and this helps us to grow spiritually, instead of stagnating. It also opens the doors to many other opportunities, be they friendships, work prospects, travel possibilities or a wider understanding of the world in which we live.

At work you will deal with a range of people including work colleagues at all levels of the organisation. 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 to ensure that your organisation performs successfully.

You have learned that there are many different forms of diversity including age, beliefs and value systems, culture and race, expertise, experience and working style, gender, language, physical and mental characteristics and capabilities, politics and religion.

RESPONDING TO DIVERSITY: CULTURE

Cultural issues always depend ultimately on the feelings of the individual. It is not necessary to learn all there is to know about another'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.

RESPONDING TO DIVERSITY: AGE

Workplace structure has changed and many people now experience workplaces where all employees are involved in decision-making and plans. 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.

Here are some tips for dealing with older people in the workplace:

- Acknowledge the experience and skills they bring 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

RESPONDING TO DIVERSITY: BELIEF AND VALUE SYSTEMS

People have different beliefs and value systems which 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 the person's or organisations 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.

Here are some tips for dealing with different belief or value systems:

- Try to be understanding
- Remember that there are reasons for the way others make decisions
- Don't allow personal differences to be an obstacle to your work
- Maintain a professional attitude

Self-Test 1.3

When dealing with differences in people, how should you respond? Choose all that apply.

- ☐ With aggression
- ☐ With annoyance
- ☐ With sensitivity
- ☐ With respect
- ☐ With ignorance

Self-Test 1.4

When dealing with older people what wouldn't you do?

- Acknowledge the experience and skills they bring to the workplace
- Be open to being mentored by them
- Offer to assist with or teach new technologies
- Question older people on operations, best practice, and how to deal with problems
- Treat them like they are older and know less
- Listen and observe how they approach work tasks and problem solving.
- Avoid stereotyping

ENSURE BEHAVIOUR IS CONSISTENT WITH LEGISLATIVE REQUIREMENTS AND ENTERPRISE GUIDELINES

NON-DISCRIMINATORY ATTITUDES

One of the most exciting aspects of working in any business or industry is the daily contact you have with people from all walks of life.

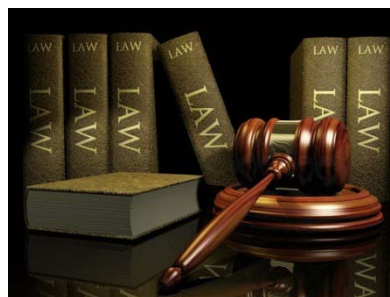
As Australia grows more multi-cultural and diverse in its people, and as a business person you can expect to be interacting with people who are from different cultural, religious or racial backgrounds. You will also meet people with attitudes and behaviours that are different to your own.



Your responsibility is to conduct yourself in a non-discriminatory manner, and to demonstrate a non-discriminatory attitude towards your fellow employees and of course your customers.

Both federal and state laws say that it is against the law to discriminate against people or treat them unfairly in various areas of public life - and this includes the business industry. Understanding these laws and how they relate to your responsibilities as a business employee will ensure that you conduct yourself appropriately in all situations.

You should also know how these laws affect your rights in the workplace, for example in relation to issues such as your employment and/or promotion prospects.



There are several laws that exist in Australia to protect an individual's right to be treated in a fair and equitable manner. These laws mean that you cannot be discriminated against for:

- Sex
- Race
- Pregnancy
- Parental Status
- Age
- Religion
- Sexual Preference
- Marital Status

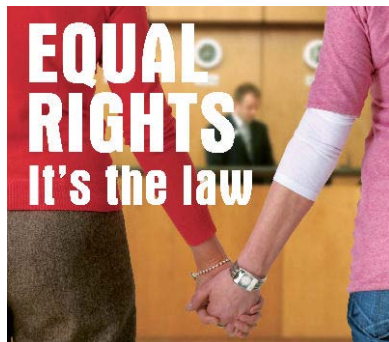
While organisations have an obligation to uphold the law and be non-discriminatory towards its staff and customers, you also have responsibilities as an employee.

When dealing with customers, your workmates and any other person who do business with your store, always remember to uphold the Anti-Discrimination Policy at all times.

You will be held responsible for your own actions.

Most of us have an opinion about individuals or groups of people who are different from ourselves - this is quite natural and a part of human nature.

These opinions are formed very early in our life - starting from a very young age we start to decide what's "normal" and what's "different". Our parents also contribute to our opinions, until we become adults and start to make our own decisions about what is "normal" and what is "different".



However, if we're not careful these feelings can lead us to form prejudices, and to discriminate against these people.

The anti-discrimination laws that exist in Australia and around the world are designed to ensure that every individual gets "a fair go". Penalties for people or companies who are found guilty of discriminatory behaviour are very severe.

LEGISLATION

There are several pieces of legislation which cover discrimination in the workplace. There are Federal laws and state laws.

There are four Commonwealth Acts:

1. The Racial Discrimination Act 1976 prohibits discrimination on the grounds of race, colour, national or ethnic origin, immigration (or that of a relative or associate).
2. The Sex Discrimination Act (1984) prohibits direct and indirect discrimination with regard to sex, sexual harassment, marital status, pregnancy, dismissal on the grounds of family responsibilities.
3. The Disability Discrimination Act (1992) prohibits discrimination on the grounds of disability.
4. The Human Rights and Equal Opportunity Commission Act 1987 prohibits breaches of human rights by the Commonwealth and discrimination in employment on the basis of race, colour, sex, religion, political opinion, national extraction or social origin, age, medical record, impairment, marital status, mental, intellectual or psychiatric disability, nationality, physical disability, sexual preference, trade union activity.

There are several places where you can get either more information or help. Federal and State legislation covering EEO and anti-discrimination as well as some related areas can be found on the Internet at the relevant government web sites

Self-Test 1.5

What legislation governs your behaviour towards people in the workplace? Choose all that apply.

- ☐ Racial discrimination Act
- ☐ Personal protective equipment
- ☐ Privacy Act
- ☐ Customer service policies
- ☐ Human rights and equal opportunity commission Act
- ☐ Occupational Health and Safety Act
- ☐ Disability discrimination Act
- ☐ Sexual discrimination Act

Self-Test 1.6

What are some common types of discrimination?

- Age
- Race
- Sexual preference
- Where you live

ACCOMMODATE DIVERSITY USING APPROPRIATE VERBAL AND NON VERBAL COMMUNICATION

NON-DISCRIMINATORY LANGUAGE

The other thing to consider about being non-discriminatory in the way you treat your colleagues and customers is the way that you speak. This includes the language you choose to use.

Language, both spoken and written, is the main official method that people use for communicating in business, regardless of whether the communication is between:

- Staff of the same organisational responsibility
- Staff with different levels of organisational responsibility
- Staff and customers



However, even written and spoken language can be used to show discriminatory feelings and attitudes towards particular individuals or groups of people.

Professional communication requires people to consider:

- Their own feelings and attitudes
- The feelings and attitudes of others
- By using language which does not discriminate against anyone unfairly

Discrimination in language means that the language is not respectful or accurate in its references to particular individuals or groups of people.

Consequently, when communicating at work, everyone is obliged to:

- Use inclusive language
- Avoid stereotypes

TRIVIALISING LANGUAGE

Language that trivialises or denigrates others and their experiences suggests that the other person is inferior. Trivialising language often reinforces differences in power between the 'in-group' and the 'out-group'. This type of discriminatory language includes terms, comments and jokes that are patronising or demeaning. Trivialising language might also emphasise irrelevant information or make use of non-parallel descriptions.

Practical examples

- ‘Girls in the office’, ‘just a housewife’, and ‘checkout chick’: trivialisation along gender lines often disparages women’s work. Alternatives are: office worker, homemaker, and salesperson.
- Dear, love, sweetie, for women, or gran for an older person: these trivialisations are inappropriate if there is no established familiarity between speaker and addressee.
- ‘Aboriginal people speak a variety of dialects’: here the use of ‘dialect’ trivialises Indigenous peoples’ languages, with particularly negative connotations in a country whose predominant ‘language’ is English.
- ‘Huntsperson spider’: an ostensibly humorous ‘non-discriminatory’ act of renaming, the joke here nonetheless mocks serious uses of non-discriminatory language and the struggle for gender equity.
- ‘All she/he needs is to find the right man/woman’; ‘what a waste she/he is gay’, ‘that is so gay’; ‘floater/fence sitter/indecisive’; ‘he makes an ugly woman’: these expressions trivialise and disparage the diverse sexual experiences, desires and possible identifications of people who are lesbian, gay, bisexual, queer, intersex or transgender.
- ‘Victims of AIDS’: the trivialisation here works paternalistically to emphasise powerlessness; an appropriate alternative would be ‘living with HIV/AIDS’ or, if the person is deceased, ‘dying/having died/died having lived with HIV/AIDS’.
- ‘She’s done an amazing job for a person in a wheelchair’: this trivialisation along disability lines is easily avoided by stating, ‘She’s done an amazing job’.
- ‘Oh, I love your foreign accent. It’s so exotic’: this trivialisation often rests on the assumption that, despite the country’s immigration history, Australians with certain accents cannot be ‘Australian’ and are therefore culturally exotic, and that true ‘Australians’ have no accent or culture.

STEREOTYPES

A stereotype is a generalised image of a person or a particular group. Stereotyping generally signifies the production and circulation of ‘types’ by which people and institutions of a culture or group claim to identify, represent, and know another group.

The stereotypical image may be formed by isolating or exaggerating certain features—physical, intellectual, cultural, national, religious, occupational, personal, customary, and so on—which seem to characterise the group, thus making that group into an ‘other’ or ‘out-group’ relative to the ‘in-group’ doing the stereotyping.

Whether or not stereotypes are intended to be positive and celebratory (e.g. ‘Australians believe in a fair go’ or ‘Australians believe in mateship’) or negative and derogatory (e.g. ‘Tasmanians are in-bred’), all may have potentially harmful real-world consequences.



In reality, none of us fits neatly into stereotypes. Assuming that someone who appears white is not Indigenous, or that a student who wears dresses and lipstick is not a lesbian, can lead to confusion and offence if you think that it gives you licence to use discriminatory language about Indigenous people or lesbians in front of them.

EXAMPLE OF HOW STEREOTYPES OPERATE

Hollywood western films have perpetuated the longstanding stereotype(s) that Mexicans are by turns lazy, untrustworthy, greasy, dirty, in constant need of Anglo-American assistance and intervention, hot-blooded, irrational, untrustworthy, and, if living and working in the USA, 'illegal.' Less obvious is how such imposed and derogatory labels and stereotypes do not simply affect the 'Mexicans' concerned.

In Australia the term 'Mexican' (as in 'the people south of the border/down south') is sometimes heard in southern Queensland as a purportedly ironic insult for New South Wales residents; in southern NSW as an insult for Victorians; in the far north of Queensland as an insult for residents of Brisbane.

These uses of 'Mexican' in Australia work as derogatory and imposed labels due to their implicit relation to dominant-cultural treatments of Mexican residents and immigrants in the USA, receptions framed by a history of fraught relations between the powerful USA and its southern neighbour, including invasion, territorial expansion, and labour exploitation, about which most Australians are unaware.

As a result, even when applied in Australia to other Australians and not Mexicans, such stereotypes play a role in strengthening and iterating the power of those stereotypes over Mexicans wherever they live.

DEROGATORY LABELS

A derogatory label is an offensive term used to denote an individual person or group of people. They often have unforeseen consequences, adversely affecting not only the person targeted by the label but also society at large.

As with stereotypes, labelling tends to be inaccurate, reductive and overly simplistic, alienating and/or hurtful for the groups it targets. Commonplace examples include the imposed label 'queue jumpers' to refer to refugees or asylum seekers, 'welfare cheats' for the unemployed, 'wogs' for European immigrants and their children, 'pooftas' for gay men, 'abos' for Indigenous Australians, 'bimbos' for blondes, 'spazzes' for people living with cerebral palsy, and 'geriatrics' for older people.

OFFENSIVE LANGUAGE

Sometimes workplace discussions and debates over particular topics get heated, and participants may pepper their responses with expletives. Such language may be offensive to others so it should not be used in the workplace.



THINK BEFORE YOU SPEAK

WHAT IS NONVERBAL COMMUNICATION AND BODY LANGUAGE?

When we interact with others, we continuously give and receive wordless signals. All of our nonverbal behaviours—the gestures we make, the way we sit, how fast or how loud we talk, how close we stand, how much eye contact we make—send strong messages. These messages don't stop when you stop speaking either. Even when you're silent, you're still communicating nonverbally.

Oftentimes, what comes out of our mouths and what we communicate through our body language are two totally different things. When faced with these mixed signals, the listener has to choose whether to believe your verbal or nonverbal message, and, in most cases, they're going to choose the nonverbal because it's a natural, unconscious language that broadcasts our true feelings and intentions in any given moment.

WHY NONVERBAL COMMUNICATION MATTERS

The way you listen, look, move, and react tells the other person whether or not you care, if you're being truthful, and how well you're listening. When your nonverbal signals match up with the words you're saying, they increase trust, clarity, and rapport. When they don't, they generate tension, mistrust, and confusion.

If you want to become a better communicator, it's important to become more sensitive not only to the body language and nonverbal cues of others, but also to your own.

TYPES OF NONVERBAL COMMUNICATION AND BODY LANGUAGE

There are many different types of nonverbal communication. Together, the following nonverbal signals and cues communicate your interest and investment in others.



Facial expressions

The human face is extremely expressive, able to express countless emotions without saying a word. And unlike some forms of nonverbal communication, facial expressions are universal. The facial expressions for happiness, sadness, anger, surprise, fear, and disgust are the same across cultures.

Body movements and posture

Consider how your perceptions of people are affected by the way they sit, walk, stand up, or hold their head. The way you move and carry yourself communicates a wealth of information to the world. This type of nonverbal communication includes your posture, bearing, stance, and subtle movements.

Gestures

Gestures are woven into the fabric of our daily lives. We wave, point, beckon, and use our hands when we're arguing or speaking animatedly—expressing ourselves with gestures often without thinking. However, the meaning of gestures can be very different across cultures and regions, so it's important to be careful to avoid misinterpretation.

Eye contact

Since the visual sense is dominant for most people, eye contact is an especially important type of nonverbal communication. The way you look at someone can communicate many things, including interest, affection, hostility, or attraction. Eye contact is also important in maintaining the flow of conversation and for gauging the other person's response.

Touch

We communicate a great deal through touch. Think about the messages given by the following: a weak handshake, a timid tap on the shoulder, a warm bear hug, a reassuring slap on the back, a patronizing pat on the head, or a controlling grip on your arm.

Space

Have you ever felt uncomfortable during a conversation because the other person was standing too close and invading your space? We all have a need for physical space, although that need differs depending on the culture, the situation, and the closeness of the relationship. You can use physical space to communicate many different nonverbal messages, including signals of intimacy and affection, aggression or dominance.

Voice

It's not just what you say, it's how you say it. When we speak, other people "read" our voices in addition to listening to our words. Things they pay attention to include your timing and pace, how loud you speak, your tone and inflection, and sounds that convey understanding, such as "ahh" and "uh-huh." Think about how someone's tone of voice, for example, can indicate sarcasm, anger, affection, or confidence.

HOW NONVERBAL COMMUNICATION CAN GO WRONG

What you communicate through your body language and nonverbal signals affects how others see you, how well they like and respect you, and whether or not they trust you.

Unfortunately, many people send confusing or negative nonverbal signals without even knowing it. When this happens, both connection and trust are damaged.

NONVERBAL COMMUNICATION AND BODY LANGUAGE IN RELATIONSHIPS

Ted, Arlene, and Jack are all articulate speakers who say one thing while communicating something else nonverbally, with disastrous results in their relationships:

- Jack believes he gets along great with his colleagues at work, but if you were to ask any of them, they would say that Jack is "intimidating" and "very intense." Rather than just look at you, he seems to devour you with his eyes. And if he

takes your hand, he lunges to get it and then squeezes so hard it hurts. Jack is a caring guy who secretly wishes he had more friends, but his nonverbal awkwardness keeps people at a distance and limits his ability to advance at work.

- Arlene is attractive and has no problem meeting eligible men, but she has a difficult time maintaining a relationship longer than a few months. Arlene is funny and interesting, but even though she constantly laughs and smiles, she radiates tension. Her shoulders and eyebrows are noticeably raised, her voice is shrill, and her body is stiff. Being around Arlene makes many people feel uncomfortable. Arlene has a lot going for her that is undercut by the discomfort she evokes in others.
- Ted thought he had found the perfect match when he met Sharon, but Sharon wasn't so sure. Ted is good looking, hardworking, and a smooth talker, but Ted seemed to care more about his thoughts than Sharon's. When Sharon had something to say, Ted was always ready with wild eyes and a rebuttal before she could finish her thought. This made Sharon feel ignored, and soon she started dating other men. Ted loses out at work for the same reason. His inability to listen to others makes him unpopular with many of the people he most admires.

These smart, well-intentioned people struggle in their attempt to connect with others. The sad thing is that they are unaware of the nonverbal messages they communicate.

If you want to communicate effectively, avoid misunderstandings, and enjoy solid, trusting relationships both socially and professionally, it's important to understand how to use and interpret nonverbal signals.

EVALUATING NONVERBAL SIGNALS

Eye contact

- Is eye contact being made? If so, is it overly intense or just right?

Facial expression

- What is their face showing? Is it masklike and not expressive, or emotionally present and filled with interest?

Tone of voice

- Does their voice project warmth, confidence, and interest, or is it strained and blocked?

Posture and gesture

- Are their bodies relaxed or stiff and immobile? Are shoulders tense and raised, or slightly sloped?

Touch

- Is there any physical contact? Is it appropriate to the situation? Does it make you feel uncomfortable?

Intensity

- Do they seem flat, cool, and disinterested, or over-the-top and melodramatic?

Timing and pace

- Is there an easy flow of information back and forth? Do nonverbal responses come too quickly or too slowly?

Sounds

- Do you hear sounds that indicate caring or concern?

As you continue to pay attention to the nonverbal cues and signals you send and receive, your ability to communicate will improve.

Self-Test 1.7

Verbal and non-verbal communications are both as important when communicating with diverse cultures.

- ☐ True
- ☐ False

Self-Test 1.8

Fill the gaps with words from the list below:

trivialises, reinforces, inferior, suggests, power

Language that _____ or denigrates others and their experiences _____ that the other person is _____. Trivialising language often _____ differences in _____ between the 'in-group' and the 'out-group'.

TOPIC 2 - WORK EFFECTIVELY WITH INDIVIDUAL DIFFERENCES

RECOGNISE AND DOCUMENT KNOWLEDGE, SKILLS AND EXPERIENCE OF OTHERS IN RELATION TO TEAM OBJECTIVES

RECOGNISING THE SKILLS OF OTHERS

One of the most important things you can do before looking for work or an alternative career is to consider what skills and abilities you already have. These are your most valuable assets and are very important.

This is also true when working with other people. It is important that you can recognise the skills and knowledge of other people so that they can be utilised the correct way in the business. For instance: Jack knows a lot about working with people with a disability as he has 2 family members with disabilities. So, who would you ask for advice from if you were dealing with a customer with a disability. Likewise, why would you put a computer expert in the clothing area of the department store?

Let's look at the types of skills people can have? Three kinds of skills you need in the world of work are:

- Technical
- Transferable
- Personal

Technical skills are the specialised skills and knowledge required to perform specific duties, sometimes referred to as 'work skills'. For example:

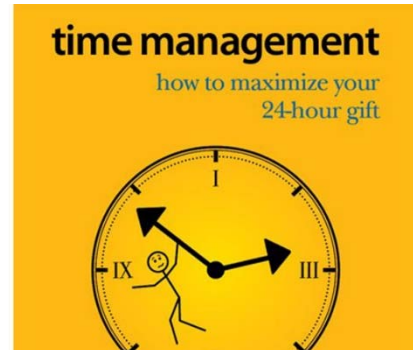


- Driving a forklift
- Information technology
- Bookkeeping/MYOB
- Machine operating
- Mechanic
- Nursing
- Accounting

Each one of these skills is made up of specific skills a person must be able to do in order to complete technical tasks.

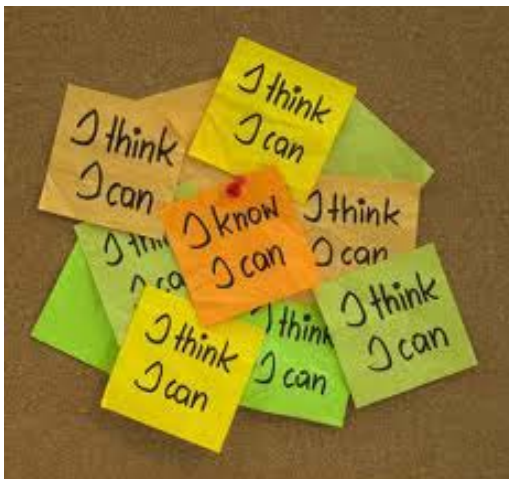
Transferable skills are the skills required to perform a variety of tasks. They are your greatest asset as they can be 'transferred' from one area of work to another.

- Customer service
- Problem solving
- Teamwork
- Planning/organisational
- Time management
- Reasoning and creativity
- Driving
- Staff management
- Leadership



These skills can be useful when you are trying to make a career change.

Personal skills are the individual attributes you have such as personality and work habits. These often describe what you are like and how you would naturally go about doing things.



- Working under pressure
- Trustworthy
- Self-motivated
- Honest and reliable
- Fast learner
- Professional
- Has initiative
- Planning/organisational
- Loyal

Personal skills will often be related to how you fit into 'the team' or the 'culture of the workplace'.

Too often, we only think about our technical skills as they are easiest to identify. These are important; but employers want a person who can approach the task and interact with others too. If you have a clear understanding of your skills, it helps you to become more confident with employers.

It also helps you to consider other patterns and forms of employment and should enable you to explore realistic work options.

Encouraging colleagues to utilise and share their specific qualities, skills or backgrounds with other team members and clients in order to enhance work outcomes is the best way to ensure a diverse and healthy team environment. Not everyone is good at everything and if the load is shared and everyone is doing what they know best then the workplace can be harmonious and everyone enjoys what they do.

Self-Test 2.1

Match the skills below to personal, transferable or technical skills.

A = Personal

B = Transferable

C = Technical

Skills	A = Personal	B = Transferable	C = Technical
Driving a forklift			
Customer service			
Fast learner			
Time management			
Mechanic			
Nursing			
Accounting			
Problem solving			
Honest and reliable			
Teamwork			
Bookkeeping/MYOB			
Information technology			
Trustworthy			
Leadership			
Self-motivated			
Working under pressure			
Machine operating			
Loyal			
Planning/organisational			
Professional			
Staff management			
Reasoning and creativity			
Has initiative			
Planning/organisational			
Driving			

ENCOURAGE COLLEAGUES TO UTILISE AND SHARE THEIR SPECIFIC QUALITIES, SKILLS OR BACKGROUNDS WITH OTHER TEAM MEMBERS AND CLIENTS IN ORDER TO ENHANCE WORK OUTCOMES

LOOKING FOR LEADERS

Are you born with leadership skills or is it something that you learn? This is a question which has divided some of our greatest modern thinkers. My belief is that there are indeed some people who have a natural bent towards leadership but in most cases it is something that can be learned if taught well.

As a supervisor, you should invest time in developing the skills of other employees. Some employees will naturally progress quicker than others and you need to be able to spot those that are natural leaders in order for your business to progress. Having the wrong people in positions of leadership can cause havoc in your organization and it is crucial that you promote the right people. Here are some things that you can do to make the right staffing choices within your business.

If you are recruiting new staff, then one of the best ways to really spot their leadership potential is by holding a group interview. These types of interviews have become much more common in recent years and a lot of companies now do all of their recruiting this way. Group interviews are usually made up of three or four sections with a task in each section. The candidates then have to work together to complete the tasks or take it in turns to do a sales pitch for one of your products.

There will usually be one or two natural leaders that stand out in this kind of situation. These will be the ones who very quickly have a suggestion about how the task should be done but it doesn't necessarily mean that they will be the loudest. Loud isn't always good.

1. Who is logical and diplomatic?
Who is getting stuck in, voicing their opinions yet not being overbearing? These are the ones that you want!
2. Who do your staff members follow?
Everyone follows someone; either for good or bad. Organize a staff away day or team building trip and try to see who your staff naturally gravitate to sit next to. Who do they ask questions of and look to for advice within their peers? These kinds of people will fit seamlessly into a managerial role as they already have the respect of their fellow employees.
3. Give your staff a challenge
If you think you have spotted a business team member with leadership potential, then a good way to test it out is by increasing their responsibility or giving them a particular task and seeing how they cope. Asking them to lead a staff meeting or organising a staff day out are good tasks to start out with as there is minimal risk to your business if they go wrong.

4. Characteristics of a leader

Whilst you can't tar everyone with the same brush, there are some common characteristics found amongst leaders. Some of these are; forward planning, honesty, showing initiative, fair thinking, confidence and a strong problem solving ability. As a supervisor, it is in your interest to know your employees. Go out of your way to have conversations and catch ups with each member of your team and get to know them. This will enable you to make more informed decisions when it comes to internal promotions.

There really is no set formula for recognising and promoting leaders within your organisations. Sometimes it just comes down to intuition but the things that are mentioned above will help to make sure that you have the right person doing the right job.

Always ensure that all identified skills and knowledge are documented for future use. This will ensure that when the time comes for someone to do a new task or be promoted their skills and knowledge are already recognised and their work ethics has been substantiated. It means that then you just have to look at their files to choose the right person. Generally a personal/professional development plan would be the ways to document this.

PERSONAL DEVELOPMENT PLAN



Personal development planning is the process of creating an action plan based on awareness, values, reflection, goal-setting and planning for personal development within the context of a career, education, relationship or for self-improvement.

The PDP (personal development plan), also called an IDP (individual development plan) or PEP (personal enterprise plan), usually includes a statement of one's aspirations, strengths or competencies, education and training, and stages or steps to indicate how the plan is to be realized. Personal development plans may also include a statement of one's career and lifestyle priorities, career positioning, analysis of opportunities and risks, and alternative plans (Plan B), and a curriculum vitae.

In higher education, personal development plans typically include a portfolio containing evidence of the skills gathered over a particular timeframe. It is presumed in education that undertaking PDP will assist in creating self-directed independent learners who are more likely to progress to higher levels of academic attainment. It is also used in Human resource management.

Personal developments plans are often a requirement for employee CVs. Employees who are participating in business training are often asked to complete a personal development plan.

A five year personal development plan can often be developed by an individual to organize personal goals and make them achievable within a certain time period.

Creating a personal development plan for each employee means that you have identified all current skills and knowledge, looked at where their weaknesses are and are planning to strengthen those weakness' to enhance work capabilities.

Self-Test 2.2

Encouraging staff members to utilise their skills is a valuable way of getting the most out of your team.

- ☐ True
- ☐ False

Self-Test 2.3

Fill the gaps with words from the list below:

Creating, goal-setting, Development, career

Personal _____ planning is the process of _____ an action plan based on awareness, values, reflection, _____ and planning for personal development within the context of a _____, education, relationship or for self-improvement.

ENSURE RELATIONS WITH CUSTOMERS AND CLIENTS DEMONSTRATE THAT DIVERSITY IS VALUED BY THE BUSINESS

VALUE DIVERSITY

The variety of experiences and perspective which arise from differences in race, culture, religion, mental or physical abilities, heritage, age, gender, sexual orientation, gender identity and other characteristics."

So why is it when many people think of diversity, they think first of ethnicity and race, and then gender? Diversity is much broader. Diversity is otherness or those human qualities that are different from our own and outside the groups, to which we belong, yet present in other individuals and groups.

Valuing this diversity needs to be evident by everyone who work in or enters your workplace.

Let's make some assumptions; valuing diversity is worthwhile; it increases the number and quality of ideas; it improves business decisions; it leads to greater customer satisfaction; it helps to retain your best people; it helps to attract good calibre people keen to join an enlightened employer.

In short, valuing diversity is good news. End of story - but wait; what is valuing diversity? If we were going to start doing it at 0900 tomorrow morning, what exactly would we do? Is valuing diversity an attitudinal thing or a behavioural thing? Or both?

I notice a tendency for the valuing diversity rhetoric to be stronger on vision than it is on precise things to do. If you believe that attitudes shape behaviour, then of course you'd do your best to win peoples' hearts and minds and wait for behaviour to follow. If, on the other hand, you believe that behaviour shapes attitudes, then you'd want to nudge people into using the behaviours that actually value diversity and wait for attitudes to align themselves to the new behaviours.

I'm more interested in the 'behaviour shapes attitudes' route, partly because I'm a behaviourist and partly because it is intriguing to look at things the other way round (and, if I'm honest, because I'm cussed). Let's start, as one usually does, with a definition.

Valuing diversity is reaching beyond how a person looks or appears and putting value on their behaviour, ideas and perspectives. In other words, 'valuing' means going out of your way to gain advantage from different ideas and perspectives. The goal is to create the conditions where difference does not stop people from participating. This is a far cry from the normal state of affairs where difference tends to inhibit participation.



So, what are the key valuing diversity behaviours? Here are a dozen - just for starters:

- Finding out about peoples' different backgrounds and skills
- Listening hard to different viewpoints and perspectives
- Treating people as individuals, not as representatives of a group
- Creating opportunities to interact with people who are different
- Actively supporting people who are treated unfairly because they are different
- Avoiding jokes/comments at the expense of minority groups
- Challenging practices and policies that disadvantage minorities
- Welcoming everyone as a contributor
- Consulting widely
- Teasing ideas out of people rather than expecting them to be volunteered
- Finding ways to encourage participation in discussions/meetings
- Giving people ample opportunity to prepare their ideas before being called upon to put them forward

Whilst valuing diversity may be a little time consuming and somewhat confusing at times, there is a great deal of value in it.

The excitement of a diverse workforce is exhilarating and educational if not a little confrontational. It challenges us to face our own discriminatory beliefs and look at things from a different point of view.

Self-Test 2.4

Check three ways that you could show you valued diversity in your workplace.

- ☐ Finding out about peoples' different backgrounds and skills
- ☐ Listening hard to different viewpoints and perspectives
- ☐ Treating people as individuals, not as representatives of a group
- ☐ Creating opportunities to interact with people who are different
- ☐ Actively supporting people who are treated unfairly because they are different
- ☐ Avoiding jokes/comments at the expense of minority groups
- ☐ Challenging practices and policies that disadvantage minorities
- ☐ Welcoming everyone as a contributor
- ☐ Consulting widely
- ☐ Teasing ideas out of people rather than expecting them to be volunteered
- ☐ Finding ways to encourage participation in discussions/meetings
- ☐ Giving people ample opportunity to prepare their ideas before being called upon to put them forward

SUMMARY

Valuing diversity means reaching beyond how a person looks or appears and putting value on their behaviour, ideas and perspectives. This is much more than accepting that we all have differences, or even respecting those differences.

If you merely accept diversity you tend, rather grudgingly, to abide by the letter of the law in order to stay out of trouble, but not much else.

If you respect diversity you do some extra things like having flexible working hours to allow for school delivery/collections, having crèche facilities, having disabled parking spaces nearest the front door, going through the motions of listening to different points of view (but then doing what you always thought was best!) and so on.

If you value diversity you genuinely welcome different points of view because you can see how to benefit from an increased number of opinions. In other words, valuing means that you go out of your way to gain advantage from the differences so that you finish up with something better as a consequence of bringing together different ideas and perspectives.

Diversity adds value.

Now that you have completed this unit, you should have the skills and knowledge required to recognise and interact productively with diversity in the workplace.

If you have any questions about this resource please ask your trainer. They will be only too happy to assist you when required.