CHCDIV001

Work with diverse people

Learner Guide

the **learning** collaborative

CHCDIV001 - Work with diverse people

Learner Guide

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Modification History

Release	Comments
Release 1	This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages. Merged HLTHIR403C/CHCCS405C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

CHCDIV001 Work with diverse people

Application:

This unit describes the skills and knowledge required to work respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people.

This unit applies to all workers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Unit Sector:

Community Services

Introduction

As a worker, a trainee or a future worker you want to enjoy your work and become known as a valuable team member. This unit of competency will help you acquire the knowledge and skills to work effectively as an individual and in groups. It will give you the basis to contribute to the goals of the organisation which employs you.

It is essential that you begin your training by becoming familiar with the industry standards to which organisations must conform.

This unit of competency introduces you to some of the key issues and responsibilities of workers and organisations in this area. The unit also provides you with opportunities to develop the competencies necessary for employees to operate as team members.

This Learning Guide covers:

Reflect on own perspectives

Appreciate diversity and inclusiveness, and their benefits

Communicate with people from diverse backgrounds and situations

Promote understanding across diverse groups

Learning Program

As you progress through this unit you will develop skills in locating and understanding an organisations policies and procedures. You will build up a sound knowledge of the industry standards within which organisations must operate. You should also become more aware of the effect that your own skills in dealing with people has on your success, or otherwise, in the workplace.

Knowledge of your skills and capabilities will help you make informed choices about your further study and career options.

Additional Learning Support

To obtain additional support you may:

- Search for other resources in the Learning Resource Centres of your learning institution. You may find books, journals, videos and other materials which provide extra information for topics in this unit.

- Search in your local library. Most libraries keep information about government departments and other organisations, services and programs.

- Contact information services such as the Equal Opportunity Commission, and Commissioner of Workplace Agreements. Union organisations, and public relations and information services provided by various government departments. Many of these services are listed in the telephone directory.

- Contact your local shire or council office. Many councils have a community development or welfare officer as well as an information and referral service.

- Contact the relevant facilitator by telephone, mail or facsimile.

Facilitation

Your training organisation will provide you with a flexible learning facilitator.

Your facilitator will play an active role in supporting your learning, will make regular contact with you and if you have face to face access, should arrange to see you at least once. After you have enrolled your facilitator will contact you by telephone or letter as soon as possible to let you know:

- How and when to make contact;
- What you need to do to complete this unit of study;
- What support will be provided;
- Here are some of the things your facilitator can do to make your study easier;
- Give you a clear visual timetable of events for the semester or term in which you are enrolled, including any deadlines for assessments;
- Check that you know how to access library facilities and services;
- Conduct small 'interest groups' for some of the topics;
- Use 'action sheets' and website updates to remind you about tasks you need to complete;
- Set up a 'chat line". If you have access to telephone conferencing or video conferencing, your facilitator can use these for specific topics or discussion sessions;
- Circulate a newsletter to keep you informed of events, topics and resources of interest to you;

- Keep in touch with you by telephone or email during your studies.

Flexible Learning

Studying to become a competent worker and learning about current issues in this area, is an interesting and exciting thing to do. You will establish relationships with other students, fellow workers and clients. You will also learn about your own ideas, attitudes and values. You will also have fun – most of the time.

At other times, study can seem overwhelming and impossibly demanding, particularly when you have an assignment to do and you aren't sure how to tackle it…..and your family and friends want you to spend time with them……and a movie you want to watch is on television….and…. Sometimes being a student can be hard.

Here are some ideas to help you through the hard times. To study effectively, you need space, resources and time.

Space

Try to set up a place at home or at work where:

- You can keep your study materials;

- You can be reasonably quiet and free from interruptions, and;

- You can be reasonably comfortable, with good lighting, seating and a flat surface for writing;

- If it is impossible for you to set up a study space, perhaps you could use your local library. You will not be able to store your study materials there, but you will have quiet, a desk and chair, and easy access to the other facilities.

Study Resources

The most basic resources you will need are:

- a chair;

- a desk or table;

- a reading lamp or good light;

- a folder or file to keep your notes and study materials together;

- materials to record information (pen and paper or notebooks, or a computer and printer);

- reference materials, including a dictionary

Do not forget that other people can be valuable study resources. Your fellow workers, work supervisor, other students, your flexible learning facilitator, your local librarian, and workers in this area can also help you.

Time

It is important to plan your study time. Work out a time that suits you and plan around it. Most people find that studying in short, concentrated blocks of time (an hour or two) at regular intervals (daily, every second day, once a week) is more effective than trying to cram a lot of learning into a whole day. You need time to "digest" the information in one section before you move on to the next, and everyone needs regular breaks from study to avoid overload. Be realistic in allocating time for study. Look at what is required for the unit and look at your other commitments.

Make up a study timetable and stick to it. Build in "deadlines" and set yourself goals for completing study tasks. Allow time for reading and completing activities. Remember that it is the quality of the time you spend studying rather than the quantity that is important.

Study Strategies

Different people have different learning 'styles'. Some people learn best by listening or repeating things out loud. Some learn best by 'doing', some by reading and making notes. Assess your own learning style, and try to identify any barriers to learning which might affect you. Are you easily distracted? Are you afraid you will fail? Are you taking study too seriously? Not seriously enough? Do you have supportive friends and family? Here are some ideas for effective study strategies:

Make notes. This often helps you to remember new or unfamiliar information. Do not worry about spelling or neatness, as long as you can read your own notes. Keep your notes with the rest of your study materials and add to them as you go. Use pictures and diagrams if this helps.

Underline key words when you are reading the materials in this learning guide. (Do not underline things in other people's books.) This also helps you to remember important points.

Talk to other people (fellow workers, fellow students, friends, family, your facilitator) about what you are learning. As well as helping you to clarify and understand new ideas, talking also gives you a chance to find out extra information and to get fresh ideas and different points of view

Using this learning guide:

A learning guide is just that, a guide to help you learn. A learning guide is not a text book. This learning guide will

- describe the skills you need to demonstrate to achieve competency for this unit;

- provide information and knowledge to help you develop your skills;

- provide you with structured learning activities to help you absorb the knowledge and information and practice your skills;

- direct you to other sources of additional knowledge and information about topics for this unit.

The Icon Key

Key Points

Explains the actions taken by a competent person.

Example

Illustrates the concept or competency by providing examples.

Learning Assessment

Provides learning assessment activities to reinforce understanding of the action. This is called formative assessment

Formative assessment

The goal of formative assessment is to monitor your learning to provide ongoing feedback that can be used by your trainer to improve their teaching and so you can improve your learning. More specifically, formative assessments:

- help you identify your strengths and weaknesses and target areas that need work

- help your trainer recognise where you are struggling and address problems immediately
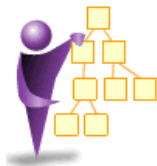
Chart

Provides images that represent data symbolically. They are used to present complex information and numerical data in a simple, compact format.

Intended Outcomes or Objectives

Statements of intended outcomes or objectives are descriptions of the work that will be done. These are also known as your Performance Criteria

Assessment

Strategies with which information will be collected in order to validate each intended outcome or objective. This is called summative assessment.

Summative assessment

The goal of summative assessment is to *evaluate your learning* at the end of an instructional (learning) unit by comparing it against some standard or benchmark.

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How to get the most out of your learning guide

1. Read through the information in the learning guide carefully. Make sure you understand the material.

Some sections are quite long and cover complex ideas and information. If you come across anything you do not understand:

- talk to your facilitator

- research the area using the books and materials listed under Resources

- discuss the issue with other people (your workplace supervisor, fellow workers, fellow students)

- try to relate the information presented in this learning guide to your own experience and to what you already know.

Ask yourself questions as you go: For example "Have I seen this happening anywhere?" "Could this apply to me?" "What if….?" This will help you to make sense of new material and to build on your existing knowledge.

2. Talk to people about your study.

Talking is a great way to reinforce what you are learning.

3. Make notes.

4. Work through the activities.

Even if you are tempted to skip some activities, do them anyway. They are there for a reason, and even if you already have the knowledge or skills relating to a particular activity, doing them will help to reinforce what you already know. If you do not understand an activity, think carefully about the way the questions or instructions are phrased. Read the section again to see if you can make sense of it. If you are still confused, contact your facilitator or discuss the activity with other students, fellow workers or with your workplace supervisor.

Additional research, reading and note taking

If you are using the additional references and resources suggested in the learning guide to take your knowledge a step further, there are a few simple things to keep in mind to make this kind of research easier.

Always make a note of the author's name, the title of the book or article, the edition, when it was published, where it was published, and the name of the publisher. If you are taking notes about specific ideas or information, you will need to put the page number as well. This is called the reference information. You will need this for some assessment tasks and it will help you to find the book again if needed.

Keep your notes short and to the point. Relate your notes to the material in your learning guide. Put things into your own words. This will give you a better understanding of the material.

Start off with a question you want answered when you are exploring additional resource materials. This will structure your reading and save you time.

Performance Evidence

The student must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the student has:

- undertaken a structured process to reflect on own perspectives on diversity
- recognised and respected the needs of people from diverse social and cultural backgrounds in at least 3 different situations:
  - selected and used appropriate verbal and non verbal communication
  - recognised situations where misunderstandings may arise from diversity and formed appropriate responses

Elements and Performance Criteria

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Element		
1.	**Reflect on own perspectives**	
	1.1	Identify and reflect on own social and cultural perspectives and biases
	1.2	Work with awareness of own limitations in self and social awareness
	1.3	Use reflection to support own ability to work inclusively and with understanding of others
	1.4	Identify and act on ways to improve own self and social awareness
2.	**Appreciate diversity and inclusiveness, and their benefits**	
	2.1	Value and respect diversity and inclusiveness across all areas of work
	2.2	Contribute to the development of work place and professional relationships based on appreciation of diversity and inclusiveness
	2.3	Use work practices that make environments safe for all
3.	**Communicate with people from diverse backgrounds and situations**	
	3.1	Show respect for diversity in communication with all people
	3.2	Use verbal and non-verbal communication constructively to establish, develop and maintain effective relationships, mutual trust and confidence
	3.3	Where a language barrier exists, use effective strategies to communicate in the most efficient way possible
	3.4	Seek assistance from interpreters or other persons according to communication needs
4.	**Promote understanding across diverse groups**	
	4.1	Identify issues that may cause communication misunderstandings or other difficulties
	4.2	Where difficulties or misunderstandings occur, consider the impact of social and cultural diversity
	4.3	Make an effort to sensitively resolve differences, taking account of diversity considerations
	4.4	Address any difficulties with appropriate people and seek assistance when required

Knowledge Evidence

The student must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- concepts of cultural awareness, cultural safety and cultural competence and how these impact different work roles

- concepts and definitions of diversity

- own culture and the community attitudes, language, policies and structures of that culture and how they impact on different people and groups

- features of diversity in Australia and how this impacts different areas of work and life:
    - political
    - social
    - economic
    - cultural

- legal and ethical considerations (international, national, state/territory, local) for working with diversity, how these impact individual workers, and the consequences of breaches:
    - discrimination:
        - age
        - disability
        - racial
        - sex
    - human rights:
        - Universal declaration of human rights
        - relationship between human needs and human rights
        - frameworks, approaches and instruments used in the workplace
    - rights and responsibilities of workers, employers and clients, including appropriate action when rights are being infringed or responsibilities not being carried out

- key areas of diversity and their characteristics, including:
    - culture, race, ethnicity
    - disability
    - religious or spiritual beliefs
    - gender, including transgender
    - intersex
    - generational

- sexual orientation/sexual identity - lesbian, gay, bisexual, heterosexual
- key aspects, and the diversity, of Australia's Aboriginal and/or Torres Strait Islander cultures, including:
  - social, political and economic issues affecting Aboriginal and/or Torres Strait Islander people
  - own culture, western systems and structures and how these impact on Aboriginal and/or Torres Strait Islander people and their engagement with services
- potential needs of marginalised groups, including:
  - protective factors
  - physical, mental and emotional health issues/care needs
  - consideration of impacts of discrimination, trauma, exclusion and negative attitudes
- resources that support individuals and organisations to embrace and respond to diversity
  - language and cultural interpreters
  - imagery
- influences and changing practices in Australia and their impact on the diverse communities that make up Australian society
- impact of diversity practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

1. Reflect on own perspectives

1.1 Identify and reflect on own social and cultural perspectives and biases

1.2 Work with awareness of own limitations in self and social awareness

1.3 Use reflection to support own ability to work inclusively and with understanding of others

1.4 Identify and act on ways to improve own self and social awareness

1.1 Identify and reflect on own social and cultural perspectives and biases

Cultural Bias

Cultural bias is the phenomenon of interpreting and judging phenomena by standards inherent to one's own culture. The phenomenon is sometimes considered a problem central to social and human sciences, such as economics, psychology, anthropology, and sociology.

Numerous such biases exist, concerning cultural norms for colour, location of body parts, friend selection, concepts of justice, linguistic and logical validity, acceptability of evidence, and taboos. Cultural bias extends on many more fields in the global world. Ordinary people may tend to imagine other people as basically the same, not more or less valuable, attached emotionally to different groups and different land.

Unfortunately, when people move between cultures or design something for a different group they often do not attend to which conventions remain and which change. Through the emergence of majority and minority categories in society, cultural biases occur as a result.[1]

Cultural Perspectives

To change your perspective it is vital to build cultural awareness and break down any social and cultural bias. Cultural awareness involves the ability to stand back and become aware of your cultural values, beliefs and perceptions. Cultural awareness is vital if you are interacting with people from other social and cultural backgrounds. People from all cultures see, interpret and evaluate things in different ways. Misunderstandings can easily arise if you try to use your own view of the world to try and make sense of somebody else's reality.

Childcare programs should recognise and incorporate the diverse cultures, languages, beliefs and values of families, the community and children. Educators who are knowledgeable about the culture and languages that

children bring to school are then able to provide resources, experiences and interactions that reflect children's everyday lives.

However, a multicultural approach is relevant regardless of whether the children are from diverse cultural backgrounds or not. Educators need to work consciously to assist children to recognise their own worldview and to build their competence to interact within cultures of larger society.[2]

While there is no checklist to tick off to identify culturally competent educators, we can start to build a picture of the attitudes, skills and knowledge required.

For example, educators who respect diversity and are culturally competent:

- have an understanding of and honour, the histories, cultures, languages, traditions, child rearing practices

- value children's different capacities and abilities

- respect differences in families' home lives

- recognise that diversity contributes to the richness of our society and provides a valid evidence base about ways of knowing

- demonstrate an ongoing commitment to developing their own cultural competence in a two-way process with families and communities

- promote greater understanding of Aboriginal and Torres Strait Islander ways of knowing and being

- teach, role-model and encourage cultural competence in children, recognising that this is crucial to ensuring children have a sense of strong cultural identity and belonging

- engage in ongoing reflection relating to their cultural competence and how they build children's cultural competence.[5]

Social Bias

The definition of social bias is "Prejudicial attitudes toward particular groups, races, sexes, or religions, including the conscious or unconscious expression of these attitudes in writing, speaking, etc." There is also a note of warning not to confuse social bias with various "discrimination" terms, which refer to the actions based on those attitudes. [3]

Research in the field of social psychology reveals that social bias prevents mutually beneficial interaction among people.

Perspectives

You may be exposed to many different social and cultural groups when working in a care environment. The children you care for, their family and friends and the colleagues you work with may be of a different social or cultural group to your own. You must know how to work in a way that reflects a cultural awareness and understanding of others.

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Cultural Competence

Cultural competence is the map to ethical communication. Cultural competence is about our will and actions to build understanding between people, to be respectful and open to different cultural perspectives, strengthen cultural security and work towards equality in opportunity.

Relationship building is fundamental to cultural competence and is based on the foundations of understanding each other's expectations and attitudes, and subsequently building on the strength of each other's knowledge, using a wide range of community members and resources to build on their understandings.
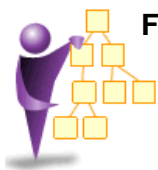
Figure 1: Cultural Awareness Iceberg
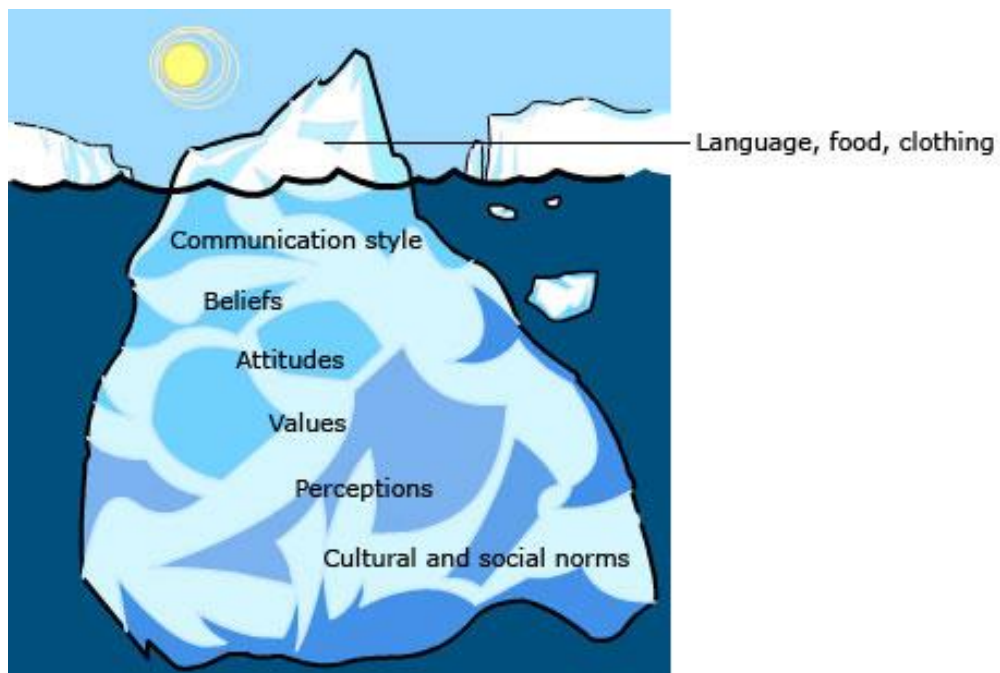
It is important to teach children to respect diversity and embed a range of cultures in early childhood education and care programs. In a care environment, there are many ways people may be treated unfairly because of their cultural or social background. This is less likely to happen in a workplace that has a cultural policy that all staff understand and abide by.

It is your responsibility as a care worker to work well with others. Sometimes, you may find you have a problem with someone of a different culture that isn't caused by cultural difference; rather, the other person may simply be acting rude or unreasonable towards you or others.

If this happens, remember to treat people equally and to never mention their culture or refer to any personal characteristics when trying to deal with the issue.[4]

It is more than being respectful of the cultures represented in the service or even the community. It is much more than awareness of cultural differences, more than knowledge of the customs and values of those different to our own.

Cultural competence is the ability to understand, communicate with and effectively interact with people across cultures.

Cultural competence encompasses:

- being aware of one's own world view
- developing positive attitudes towards cultural differences
- gaining knowledge of different cultural practices and world views
- developing skills for communication and interaction across cultures

Cultural competence is a key practice in the learning frameworks, and the notion of cultural competence is embedded throughout. For example, principles within the learning frameworks relevant to cultural competence include fostering secure, respectful and reciprocal relationships, partnerships, high expectations and equity and respect for diversity.

Issues of respecting and valuing diversity and culture are embedded in the Being, Belonging, Becoming themes of the Early Years Learning Framework. This framework acknowledges there are many ways of living, being and of knowing. Children are born belonging to a culture, which is not only influenced by traditional practices, heritage and ancestral knowledge, but also by the experiences, values and beliefs of individual families and communities.

Respecting diversity means, within the curriculum, valuing and reflecting the practices, values and beliefs of families.

There are links to cultural competence in Learning Outcome 2 – Children are connected with and contribute to their world, including:

- children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- children respond to diversity with respect
- children become aware of fairness
- children become socially responsible and show respect for the environment.[5]

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Learning Assessment: 1

As part of your learning journey discuss what may influence co-workers cultural perspectives.

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Once you have completed this learning assessment please have your assessor or facilitator check your answer to see if you are on the right track.

1.2   Work with awareness of own limitations in self and social awareness

Self-awareness

To be able to work well with others means knowing how we respond in different situations and how others respond. This means we have insight into our own and others strengths and weaknesses and how this affects our abilities to deal with challenges as they arise.

As we develop our self-awareness in terms of what triggers our emotional responses, we are then able to make different responses to others as we aren't locked into an old pattern of responding. All leaders who want to improve their abilities to respond well in times of change need to develop their self-awareness and their ability to tune into others.

As you develop self-awareness you are able to make changes in the thoughts and interpretations you make in your mind. Changing the interpretations in your mind allows you to change your emotions. Self-awareness is one of the attributes of Emotional Intelligence and an important factor in achieving success.

The Self-Awareness is to know one's internal states, preferences, resources, and intuitions. It is the ability to recognise oneself as an individual separate from the environment and other individuals.

Self-Awareness consists of three elements:

- Emotional Self-Awareness: Recognising one's emotions and their effects

- Self-Assessment: Knowing one's strengths and limits

- Self-Confidence: A strong sense of one's self-worth and capabilities

The more you pay attention to your emotions and how you work, the better you'll understand why you do the things you do.

Signs that you are not self-aware include:

- Act as a bully

- Defensive

- Controlling

- Passive aggressive

- Make excuses

Social Awareness

Developing social awareness is important as it affects your response to people and situations. The starting place for becoming socially aware is self-awareness.

Self-awareness is essential in order to understand the feelings and emotions of others while self-management is necessary to ensure that your response is appropriate to the situation. An empathic response requires awareness of diversity and a sensitivity to the needs and emotions of others.

Diversity encompasses acceptance and respect while recognising our individual differences and uniqueness. Open communication plays an essential role in managing diversity and building an awareness of social situations.[6]

Developing social awareness involves learning about the dynamics of social relationships between individuals, groups and communities. A socially aware individual values human rights and acknowledges the importance of harmonious social interaction for the developmental progress of human beings. Social awareness spans a wide spectrum, beginning with social skills development in early childhood and encompassing the level of social consciousness that leads to social activism and societal transformation. Here are some strategies for developing social awareness.[7]

To develop social awareness people often need to jump out of their comfort zones and expose themselves to unfamiliar groups. This could be done by socialising with people from different cultures, travelling to a different country and building a tolerance to diverse viewpoints.

Improving your communication skills will help your social awareness. By being able to communicate effectively with people you are able to get your point across, resolve conflict and build better relationships.

Another important factor of social awareness is to be attentive and learn to identify the emotional states of other people. By being able to interact with

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a variety of people you will develop- the skills to identify the emotional state of individuals.

Social Awareness refers to how people handle relationships and awareness of others' feelings, needs, and concerns.

Social Awareness consist of these three elements:

- Empathy: Sensing others' feelings and perspectives, and taking an active interest in their concerns

- Organisational Awareness: Reading a group's emotional currents and power relationships

- Service Orientation: Anticipating, recognising, and meeting customers' needs

Empathy

Today people have less empathy, the ability to understand and share the feeling of others than people of previous generations. Digital communication, social networking, video conferencing and other forms of media are now being blamed for this loss of empathy.

When there is a loss of empathy and people don't work to trying to understand others and their needs there is a loss of trust.

Empathising with someone - understanding their point of view - doesn't mean you have to agree with their point of view.

Empathy is really about acknowledging the emotions of others, being thoughtful and considerate of their feelings, and making decisions that take those feelings into consideration.[6]

Figure 2: Self & Social Awareness

	Self	Other
Awareness	**Self-Awareness** What are you feeling? How did these feelings arise	**Social Awareness** What are they feeling? How did those feeling arise?
Actions	**Self-Management** How do you want to feel? What do you need to do in order to feel that way?	**Relationship Management** How do you want them to feel? What do you need to do in order for them to feel that way?

Learning Assessment: 2

As part of your learning journey discuss how you build social awareness?

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Once you have completed the above learning assessment, check with your trainer/ facilitator to obtain feedback.

1.3 Use reflection to support own ability to work inclusively and with understanding of others

Most of us go through life viewing our experiences as isolated, unrelated events. We also view these happenings simply as the experiences they are, not as opportunities for learning. Reflection has many facets. For example, reflecting on work enhances its meaning. Reflecting on experiences encourages insight and complex learning. We foster our own growth when we control our learning, so some reflection is best done alone. Reflection is also enhanced, however, when we ponder our learning with others.

Reflection involves linking a current experience to previous learnings (a process called scaffolding). Reflection also involves drawing forth cognitive and emotional information from several sources: visual, auditory, kinesthetic, and tactile. To reflect, we must act upon and process the information, synthesising and evaluating the data. In the end, reflecting also means applying what we've learned to contexts beyond the original situations in which we learned something.8

Reflection is more than thinking and discussing – it is also about deconstructing, unpacking or pulling things apart to gain better understanding, seeing connections and appreciating different perspectives.

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Reflection can help you to:

- recognise and continue good practices
- change and improve what is not working well
- challenge practices that are taken for granted
- monitor all aspects of practice on an ongoing basis
- know when you need to find more information or support from others.

Figure 3: Reflection [9]
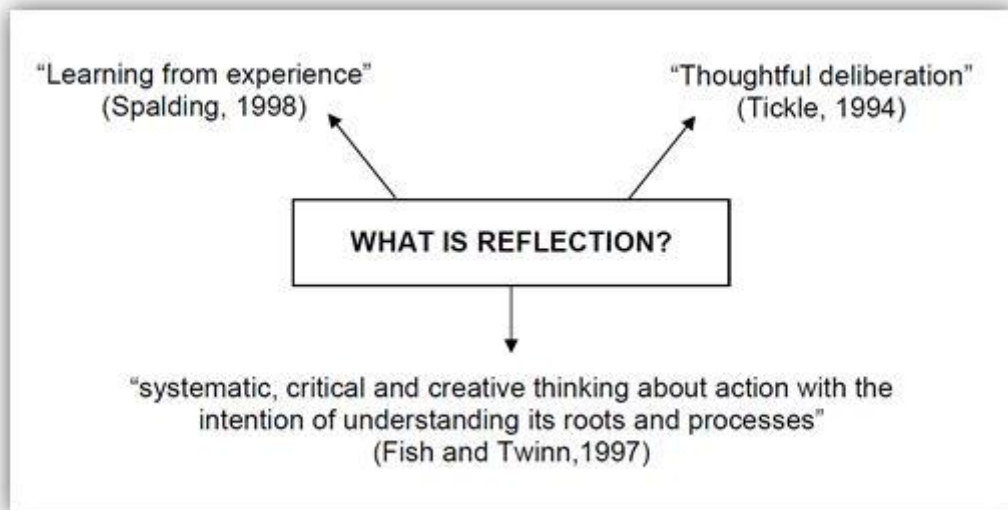
Culturally sensitive practices

When working with children, families or co-workers from culturally and linguistically diverse backgrounds in your workplace, you have to be respectful of their religious and cultural beliefs. This may mean rethinking about what types of meat are served, being flexible around prayer times so you don't plan meetings or events which will disrupt proceedings, and being mindful of volunteers who are participating in Ramadan.

Other things that can be distressing to people from different cultures include:

Referring to people by their first names may be disrespectful to some. Make sure you ask people how they want to be addressed. This can be included in the interview stage or on a registration form for induction.

- Women supervising male volunteers
- Young people supervising older volunteers
- Touching another person
- Holding a person's gaze when they are speaking
- Coughing and blowing one's nose
- Dress codes
- Different ways of greeting people

Another cultural difference which can cause a lot of frustration is the when you realise people who say yes actually mean no. This is a common dilemma when working with cultures that favour politeness over frankness. Particularly in Asian countries, it is common for people to agree to do a task even when they don't know what they're supposed to do rather than ask for further instructions.

To avoid not really knowing whether a person understands what you are asking of them, ask them to repeat back the instructions. This way you can work out whether you need to change what you are saying to get your message across. It is also worth remembering that politeness over frankness generally means you will find it difficult to have discussions and feedback.

Another thing that can cause confusion when working with groups from different cultures is the varying importance of time. In Australia, we value time. Generally we work 9 till 5, meetings start on time and we expect everyone to be present. In other countries, time is more flexible.

You arrive to work when you have finished getting the children off to school and meetings start when the important people arrive. When scheduling events and relying on volunteers, it is important to reiterate to volunteers that it is important to arrive on time and if they are late, asking them why they are late rather than making assumptions.[10]

Reflective Cycle

Is particularly useful for helping people learn from situations that they experience regularly, especially when these don't go well.

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Figure 4: Reflective Cycle

Description

Describe in detail the event you are reflecting on. What, where when. What were you responsible for?

Feelings

Try to recall how this made you feel. What was your initial reaction? What were you thinking?

Evaluation

Try to evaluate or make a judgement about what has happened. What difficulties were there? What was unhelpful?

Analysis

Break the event down. What similarities are there to this event and other experiences?

Conclusions

Develop insight into yours and other people's behaviour. What have you learnt for the future? What else could you have done?

Action

Forward thinking what would you if this occurred again.

Learning Assessment: 3

As part of your learning journey discuss some behaviours that may be considered inappropriate in certain cultures?

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Once you have completed this learning assessment please have your assessor or facilitator check your answer to see if you are on the right track.

1.4   Identify and act on ways to improve own self and social awareness

Self-awareness keeps you grounded attuned and focused. Learning to be aware of yourself isn't always easy, but mastering this skill can help you to become a much better co-worker.

Ways to improve self and social awareness

Keep an open mind- Don't judge people on their looks, culture or social group. You are entitled to your own views and opinions; however, people with support needs have the right to have their individual thoughts and actions respected at all times. When you have the ability to regulate your own emotional world, you can be attuned the emotions of others.

This shows that you can be a team player, and don't need to be No. 1. The more open you are open to others, the more creative you become. Your job is to care for and help people not judge people and their actions as being right or wrong.

Be mindful of your strengths and weaknesses - Self-aware individuals know their own strengths and weaknesses and are able to work from that space. Being mindful of this means that you know when to reach out for assistance, and when you are good on your own.

Work with diverse people

Stay focused - Making connections with those around you is important. But you can't make those connections if you're distracted. Train yourself to focus for long periods of time without getting sucked into social media, emails and other small distractions.
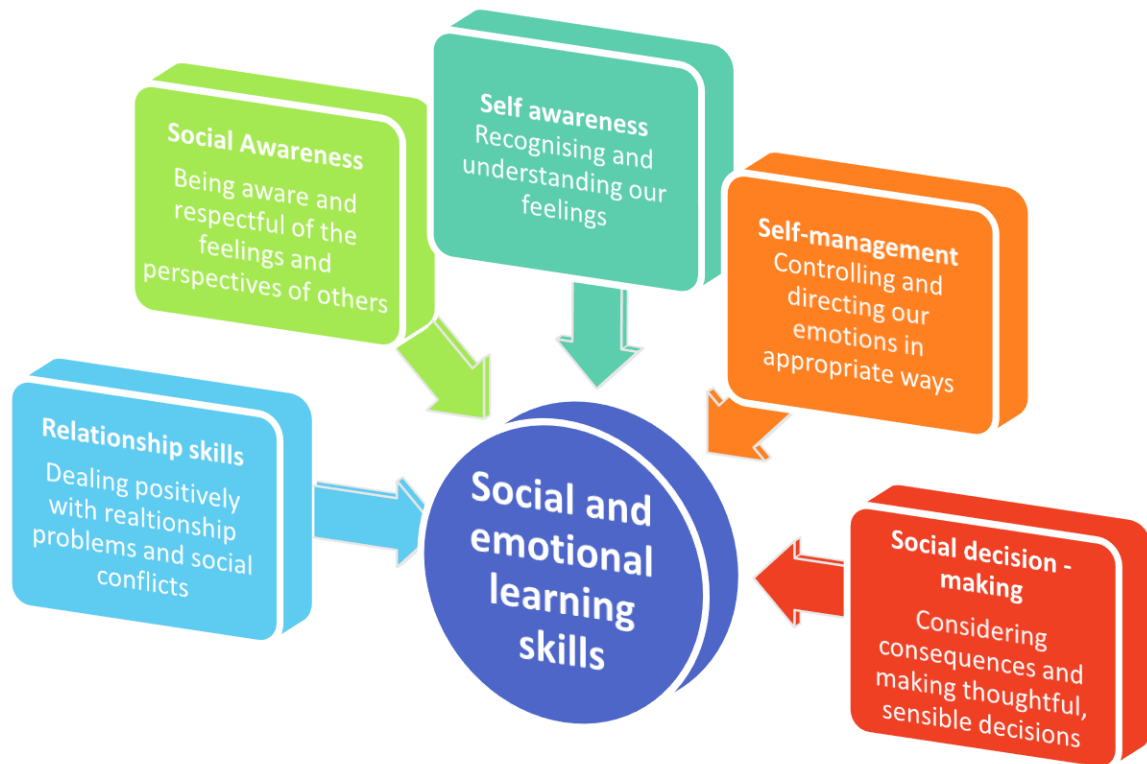
Set boundaries - Be warm toward others, but say no when you need to say no. Be serious about your work and your passions, and keep your boundaries firm to maintain the integrity of your goals and the work you put into them.

Embrace your intuition - Successful people trust their gut instincts and take the risks associated with them. Your instincts are based on the survival of the fittest and the need to succeed. Learn to trust these and use them.

Practice self-discipline and encourage people to have their say – It is important to help, support and encourage those from non-english speaking backgrounds as they can be easily discouraged. Good leaders tend to be disciplined at work and in every area of their life. It is a character trait that provides them with the enduring focus necessary for strong leadership.[11]

Make time for people - As busy and pressed for time as you are, you must still make addressing the concerns and feelings of others a top priority. If you don't, you send the message that you consider others and/or their issues unimportant.

Social Awareness

With good social awareness you can accurately read situations and people because you are able to understand and empathize with their emotions. If you have poor or no understanding of others and you cannot relate to them you will have difficulty working with some people. This Assessing Social

Awareness Checklist provides you with a quick and easy way to assess the social awareness aspect of emotional intelligence.

One of the most important people skills for any manager is the ability to empathise with others. This means that you are able to understand and appreciate why someone feels the way they do.

By using the simple technique of the reflective cycle you will learn to identify the feelings of others you interact with and to gain insight into why they feel that way about an event or situation. A great deal of confusion and conflict can be reduced or eliminated by simply taking the time to understand someone else's point of view before trying to convince them with your own message.

How to build social awareness

Social awareness is a key element of your emotional intelligence. Don't complain about people who are not understanding of your needs. Focus rather on growing your emotional intelligence and practicing empathy, service and organisational awareness yourself.

- Improve your listening skills and communication skills.

- Pay attention to interactions with other people. Be aware of what they say, how they say it and what they do.

- Emotional awareness. Identify other people's emotional states. Listen carefully to what they're saying and notice how they respond to external events, such as someone greeting them or asking them to do something.

- Think about your feelings. How does the other person's emotion make you feel?

- Think before you answer and give clear answers.[6]

Learning Assessment: 4

As part of your learning journey discuss some behaviours that may be considered inappropriate in certain cultures?

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Once you have completed this learning assessment please have your assessor or facilitator check your answer to see if you are on the right track.

2. Appreciate diversity and inclusiveness, and their benefits

	2.1	Value and respect diversity and inclusiveness across all areas of work
	2.2	Contribute to the development of work place and professional relationships based on appreciation of diversity and inclusiveness
	2.3	Use work practices that make environments safe for all

2.1   Value and respect diversity and inclusiveness across all areas of work

Diversity and Inclusion

Workplace Diversity and Inclusion encompasses many positive aspects of life. It is about providing an inclusive workplace culture where all staff are valued recognised for their unique qualities, ideas and perspectives. It is about acknowledging the diverse skills and perspectives that people may bring to the workplace because of their gender, age, language, ethnicity, cultural background, disability, religious belief, sexual orientation, working style, educational level, professional skills, work and life experiences, socio-economic background, job function, geographical location, marital status and family responsibilities. [12]

Diversity

Diversity in the workplace means having employees from a wide range of backgrounds.

This can include:

- Different ages
- Gender
- Ethnicity
- Physical Ability
- Sexual Orientation
- Religious Belief
- Work Experience
- Educational Background
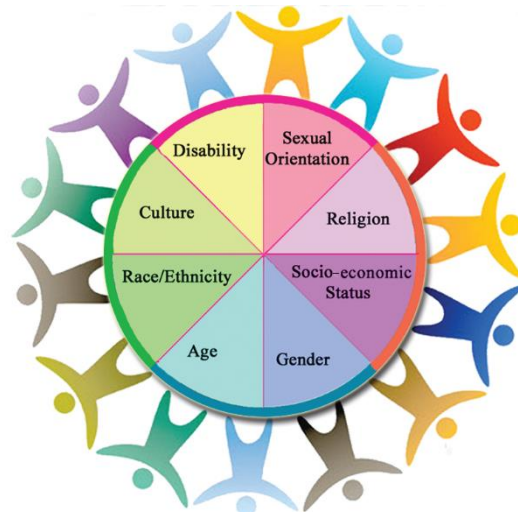
Having a diverse workplace can have great advantages as the organisation can benefit from different talents, experiences and perspectives.

Inclusion

Inclusion is a state of being valued, respected and supported. It's about focusing on the needs of every individual and ensuring the right conditions are in place for each person to achieve his or her full potential. Inclusion should be reflected in an organisation's culture, practices and relationships that are in place to support a diverse workforce.

In simple terms, diversity is the mix; inclusion is getting the mix to work well together. [13]

Diverse Workplace

Workplace Diversity and Inclusion is about removing barriers to ensure all employees enjoy full participation in a workplace which supports the development and achievement of well informed and culturally appropriate business outcomes. It also involves recognising the value of individual differences and managing them in the workplace.

We aspire to recognise and embrace the diversity each person brings to their workplace, creating an environment of trust, mutual respect and appreciation which allows all employees to collaborate effectively in the ongoing development and delivery of citizen-centric services to the Australian community.[12]

A diverse workplace shows employees and students that your organisation is accepting of all. While many organisations strive to achieve a diverse workforce inclusive of all people of various genders, ages and cultural backgrounds an examination of the Australian workforce shows that this not the current situation.

Cultural Diversity

A culturally inclusive environment requires mutual respect, effective relationships, clear communication, explicit understandings about expectations and critical self-reflection.

In an inclusive environment, people of all cultural orientations can:

- freely express who they are, their own opinions and points of view

- fully participate in teaching, learning, work and social activities

- feel safe from abuse, harassment or unfair criticism

Cultural Diversity in Australia

Australia is a vibrant, multicultural country. We re home to the world's oldest continuous cultures, as well as Australians who identify with more than 270 ancestries. Since 1945, almost seven million people have migrated to Australia.

This rich, cultural diversity is one of our greatest strengths. It is central to our national identity.

In 1975, the Racial Discrimination Act came into force, making discrimination in different parts of public life against the law. The Act, which was Australia's first federal anti-discrimination law, formalised our commitment to the United Nation's Convention on the Elimination of All Forms of Racial Discrimination.

In 1995, the Act was extended to make public acts of racial hatred against the law. Today, the Act continues to send a strong message about our common commitment to racial equality and the importance of a fair go for all.

Despite this legal protection, too many people in Australia continue to experience prejudice and unfair treatment because of how they look or where they come from.[14]

- One in four of Australia's 22 million people were born overseas; 46 per cent have at least one parent who was born overseas; and nearly 20 per cent of Australians speak a language other than English at home

- In 2013, overseas migration represented 60 per cent of Australia's population growth in the year.

- People born in the United Kingdom continue to be the largest group of overseas-born residents (5.3 per cent), followed by New Zealand (2.6 per cent), China (1.8 per cent), India (1.6 per cent) and Vietnam (0.9 per cent).

- In 2013-14, 163 017 people from more than 190 countries were approved to become Australian citizens.

- Migrants make an enormous contribution to Australia's economy and provide an estimated fiscal benefit of over 10 billion dollars in their first ten years of settlement.

- In 2010-11, international education activity contributed $16.3 billion to the Australian economy. [14]

Diversity in Australia

Australia's workforce is astoundingly diverse, comprising people of different cultural backgrounds, religions, ages, genders, abilities and lifestyles. In 2011, Australia had a population of 21.5 million people, 46% of which were either born overseas or had at least one overseas born parent.

This incredible diversity is reflected in Australia's workforce, with 13% of workers being born in non-English speaking (NES) countries and 23% born overseas. So, we have a workforce with a vast range of individual experiences, capabilities and perspectives waiting to be used.

Respect Diversity Behaviours

Workplace diversity and inclusion is everybody's responsibility and it is important that all staff and management treat each other with respect.

Ways in which staff members, team leaders and management can ensure respect diversity in the workplace is by demonstrating appropriate behaviour including:

- Cross functional teams

- Give credit where due

- Celebrate cultural diversity

- Critique ideas, not people

- Demonstrate courtesy (morning, please, thank you)

- Acknowledge others (their presence, ideas, and contributions)

- Provide explanations to decisions

Unacceptable behaviour

Behaviours that do not display respect for diversity include:

- Demonstrating close mindedness

- Showing bias/prejudicial treatment in decision making

- Creating or promoting rumors

- Rudeness engaging in "back-stabbing"

- Working in silos (not sharing information with others)

- Pigeon-holing people

- Stereotyping others

Discrimination

Management may need to take steps to eliminate discriminating behaviour within the workplace and take action where needed.

Strategies to eliminate bias and discrimination may include:

- Cross cultural work teams
- Cross cultural employee representation on committees
- Workplace free of culturally insensitive literature, posters, signage
- Inclusion in decision-making

- Handling personal belongings
- Provision of food services

It is against the law to discriminate against an employee or job seeker because of their:

- race
- colour
- gender
- sexual preference
- age
- physical or mental disability
- marital status
- family or carer's responsibilities
- pregnancy
- religion
- political opinion
- national extraction
- social origin.[15]

Learning Assessment: 5

As part of your learning journey select a strategy above and describe in your own words how to eliminate discriminating behaviour within the workplace

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Once you have completed the above learning assessment, check with your trainer/ facilitator to obtain feedback.

2.2 Contribute to the development of work place and professional relationships based on appreciation of diversity and inclusiveness

Workplace diversity means creating an environment that accepts each individual's differences, embraces their strengths and provides opportunities for all staff to achieve their full potential. Valuing employee's differences allows each individual to contribute their knowledge and experiences to the workplace and can provide positive impact on internal activities and relationships.

Creating a diverse workplace

- Regular discussions and meetings regarding diversity with employees paying particular attention to highlighting the benefits of having a diverse and inclusive workplace.

- Identify and address any bias in recruitment and promotion that may be preventing particular groups of people from joining or staying at the workplace.

- Awareness of different cultural practices and

- Awareness of special needs of employees and make workplace adjustments where appropriate.

- Value individual skills that employees bring, including language skills and international experience that may help to broaden the workplace.

- Make sure flexible work options are available to all staff, including comprehensive parental leave policies for both men and women.

- Take steps to prevent discrimination and harassment the workplace. [16]

Cultural competence

Cultural competence is about our will and actions to build understanding between people and their behaviours and attitudes to enable people to work effectively together. By creating environments where people are respectful and open to different cultural perspectives and work towards equality in opportunity. It is the ability to understand, communicate with, and effectively interact with people across cultures'.

Cultural competence encompasses:

- Being aware of one's own world view

- Developing positive attitudes towards cultural differences

- Gaining knowledge of different cultural practices and world views

- Developing skills for communication and interaction across cultures.

Workplace relationships may be with a variety of people and may take various different forms.

Work relationships could be with:

- Friends at work
- Supervisor or manager
- Co-workers or team members
- Workers from other sections of the organization

Work with diverse people

When working with a variety of people from all different types of backgrounds it is important to treat them as an individual with their own unique likes, dislikes, needs and preferences. By having a an open minded attitude towards different cultures it allows us to learn more about different cultures and be more considerate of a person's individual needs without pre judging or applying a stereotypical picture of what a person from a certain background should be like.

Cultural Awareness

An essential skill in the provision of culturally appropriate services, cultural awareness entails an understanding of how a person's culture may inform their values, behaviour, beliefs and basic assumptions.

Cultural awareness recognises that we are all shaped by our cultural background, which influences how we interpret the world around us, perceive ourselves and relate to other people. You don't need to be an expert in every culture or have all the answers to be culturally aware; rather, cultural awareness helps you to explore cultural issues with your care recipients more sensitively.

Information about specific cultural practices will help to increase your cultural knowledge by providing an overview of cultural characteristics and issues. However, it is always important to identify individual needs and preferences and remember that no individual can be reduced to a set of cultural norms.

Within any culture, peoples' values, behaviour and beliefs can vary enormously. Differences may occur due to time of arrival in Australia, length of settlement, socio-economic background, level of education, rural or urban residence, identification with cultural and religious background, and different life experiences - including the experience of migration.

Cultural awareness entails an understanding of the migration process itself. Migration is a key influence on a person's life, with differing effects due to the different experiences of pre-migration, migration and resettlement.

While some migrants undergo a relatively easy transition, most migrants will undergo some - if not many - challenges in adjusting to life in a new country.

Some of the many post-migration stressors include:

- The stress of separation from homeland, family members, friends and support networks;
- Racial discrimination;
- Changes in lifestyle and socio-economic status;
- Culture shock;
- Language barriers;
- And the ongoing trauma of pre-migration experiences, which may have included war and political instability, physical and psychological abuse, and travelling as a refugee or living in a refugee camp.

Key Considerations

- Be aware of your own cultural influences.
- Be aware of judging other people's behaviour and beliefs according to the standards of your own culture.
- Be aware of making assumptions about cultural influences and applying generalisations to individuals.
- Understand that the behaviour and beliefs of people within each culture can vary considerably.
- Understand that the extent to which people adopt practices of their new country and retain those from their cultural background can vary within communities, even within families.
- Understand that not all people identify with their cultural or religious background.
- Understand that culture itself is a fluid entity, undergoing transformations as a result of globalisation, migration and the Diaspora influence.
- Increase your knowledge about different cultural practices and issues through cultural background information sessions and/or resources and cultural awareness training.
- Understand the importance of appropriate communication.

Every culture has its own set of values. Values are principles, beliefs, and practices that are considered intrinsically desirable. Cultural groups instill values during early childhood training and people grow up to accept these as the way things should be.

Most of us are unaware of our own value systems. Because these values are so deeply imbedded into our own view of life, we need to take the time to examine how they influence the way we interpret things.

Culturally based values may determine how we believe things should be done within our culture, but we must also recognise that these learned values might differ from those of people who belong to other groups.

In Westernised societies, professional notions of healthy behaviour and appropriate interaction reflect many of the values of the dominant, mainstream Australian culture inherited from Northern European ancestors; however, these values may not fit with the cultural expectations and norms of groups with other cultural heritages.

Work with diverse people

Learning Assessment: 6

As part of your learning journey describe a situation where a misunderstanding may occur due to cultural differences.

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Once you have completed the above learning assessment, check with your trainer/ facilitator to obtain feedback.

2.3 Use work practices that make environments safe for all

Work practices must be put in place to consider a variety or cultures and diverse people. Work practices need to be encouraging and culturally appropriate, the work practices that are created within an organisation and followed by staff and management need to create a culturally and psychologically safe environment for all persons working within that environment.

Strategies should be put in place to avoid any cultural exclusion and avoid encouraging any culturally diverse discriminative behaviour.

Work practices that are culturally appropriate would be non -discriminatory and free of bias, stereotyping, racism and prejudice.

Work Practices

Work practices may relate to:

- Dealing with persons of diverse race, ethnicity, class, ability, sexual preference and age

- Compliance with duty of care policies of the organisation - This refers to the obligation to take responsible care to avoid injury to a person whom, it can be reasonably foreseen, might be injured by an act or omission. A duty of care exists when someone's actions could reasonably be expected to affect other people.

- Collection and provision of information - collection of this information is authorised under the Privacy Act 1988.

- Communication - Eliminating prejudices and judgemental attitudes. That way workers can be more accepting of others and their cultures, religion or lifestyle choices. Often prejudices arise out of fear or uncertainty.

- Provision of assistance

- Contact with families and carers

- Physical contact - Unwarranted or unwanted touching of a person or initiating or permitting unnecessary physical contact, inappropriate use of physical restraint

- Care of deceased persons - . In some cultures, a greater emphasis is placed on life after death, than in others.

- Handling personal belongings - Secure storage needs to be provided for employees to accommodate personal property

- Provision of food services - As well as meeting persons nutritional needs, it is important that food services also meet their cultural and spiritual needs.

- Many of our work practices can be modified so that it is inclusive of everyone, regardless of their linguistic or cultural background. Reflect on how this might apply in your workplace.

Strategies for modifying work practices

Work practices may sometimes need to be modified to suit a diverse workforce.

Some ways in which work practices can be modified are as follows:

- Create multicultural teams

- Promote cultural awareness raising activities

- Learning from each other mistakes

- Celebrate multicultural festivals/celebrations

- Make sure that there is different cultures represented in committees

- Workplaces should be free of any culturally insensitive literature, posters and signage that may be of offense to some cultures.

- Consider different cultures when making team decisions

- Promote a culturally inclusive environment

Differences in work styles

The values, beliefs, and practices that bind a society together are evident in the workplace. Expectations about work styles, role relationships, taking initiative, and concepts of time are examples of these cultural influences.

Hierarchic versus egalitarian work styles:

All societies have a system of social structure. The structure of some societies is hierarchic, while the structure of others is egalitarian. In hierarchic societies, status is based on such characteristics as age, sex, occupation, and wealth. Status differences are considered very important, and those who have high status positions, such as a boss, supervisor, or an officer of the law, are given great respect.

In most hierarchic societies, men hold a lot of power. For example, most Muslim societies are hierarchic in which men have a great deal of power over women and children. Men make the political, financial, and healthcare decisions for the family, and in general, their authority is often not challenged.

In Latino societies, although men dominate decision-making outside the home, women have authority to make decisions about family purchases and finances. However, health decisions are frequently joint family decisions that may involve not only husband and wife, but also the extended family.

In egalitarian societies, everyone is supposed to be equal. Although not always achieved, equality is the ideal. Status and power depend on personal qualities, such as competence, leadership ability and expertise. A person may have status in one area, such as a job, but not in the home. Australian culture is organised around egalitarian principles.

For example, both women and men participate in childcare, have careers, and are able to hold public sector jobs and political office. It is acceptable

to challenge people in authority. It's OK to disagree with a supervisor or a teacher.

In the healthcare workplace, people from hierarchic societies may find it difficult to question any authority figure, such as the physician or nursing supervisor. Their concept of nursing may be rooted in the old fashioned "hand-maiden" tradition seen in Australia in the 1940s and 1950s, still present in many countries worldwide.

Physicians from this cultural tradition may object to assertive nurses who question their orders. Nurses from a hierarchic tradition may expect to work under the direction of a supervisor or physician, rather than practice in an autonomous role. They might hesitate to question decisions made by those "over" them or take initiative to perform work on their own.

On the other hand, staff members from more egalitarian societies will find it easier to question or challenge authority figures and to work more collaboratively with them because their cultural experience has prepared them to feel equal to others.

In the clinical example mentioned earlier, the Latino supervisor probably believed he had the best interest of his staff in mind when he made unilateral decisions for the unit. His experiences contributed to that belief.

For example, if the Latino supervisor came to this country as an adult, his cultural experience most likely taught him that someone in authority, especially a man, needs to take responsibility for those he supervises. The nurses who were primarily young, Anglo, and white, on the other hand, expected a more egalitarian work style.

They wanted equal input into the decision-making process. These differences are culturally based. To work more effectively together, the Latino supervisor needs to understand and appreciate the expectations and previous experiences of the staff.

At the same time, the nurses have to consider that the supervisor has based his decisions on his perceived role in the hierarchy, not because he lacks respect for their knowledge and ability. To effectively work with this supervisor, they may have to find more subtle ways of expressing their ideas, feelings, or suggestions.

In summary, work practices need to demonstrate the following:

- appreciating and valuing differences between people

- acknowledging every member of the workplace with equal respect

- recognising the cultural dividend—that every member of a team adds value to the group through their unique perspective of the world and work environment

- promoting a workplace that does not accept insensitive, racist, sexist, negative, or stereotyping remarks or labels

- demonstrating support for diversity initiatives through actions, words, mission statements and goals.

Work with diverse people

Work with diverse people

Learning Assessment: 7

As part of your learning journey describe what a or

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Once you have completed this learning assessment please have your assessor or facilitator check your answer to see if you are on the right track.

3. Communicate with people from diverse backgrounds and situations

	3.1	Show respect for diversity in communication with all people
	3.2	Use verbal and non-verbal communication constructively to establish, develop and maintain effective relationships, mutual trust and confidence
	3.3	Where a language barrier exists, use effective strategies to communicate in the most efficient way possible
	3.4	Seek assistance from interpreters or other persons according to communication needs

3.1   Show respect for diversity in communication with all people

Communication

Communication consists of a simple process of someone sending a message, another person receives it, understands it and may send back a response. But sometimes communication is not always that simple. [17]

Many people aren't aware of their culture until they meet someone from a different culture. This is where differences may be apparent such as language, hand gestures, accents, way of dressing, way of behaving etc.

It is important to be aware of the impact of culture.

For example, if someone avoids eye contact with you when speaking, perhaps that's the impact of culture – not that they are rude, shy or uninterested.

Acknowledge it, understand it, and ask about it. You will need to learn and adjust to each other to ensure communication is effective and appropriate. [17]

Types of communication

Communication may be:

- Verbal
- Appropriate gestures and facial and physical expressions
- Posture
- Written
- Signage
- Through an interpreter or other person

Communicating with people form diverse backgrounds

Communication is a two-way process, so all people involved need to work together to achieve culturally appropriate communication. Communication is about discovering, recognising, understanding and working effectively within the influences of each other's culture. Communicating in a culturally

appropriate way means finding a way to communicate effectively that also respects and accepts cultural differences.

Work at improving your communication skills

Speaking clearly doesn't mean speaking slowly (which can seem patronising). Use your natural pace but sound words out properly. Also, break down information into manageable chunks and, if required, use supplementary nonverbal information such as maps and drawings.

Always listen carefully to the other person. Focus on their message, not on, say, their pronunciation, accent or some other attribute. Listen carefully and you will be able to respond appropriately and avoid misunderstandings. If you're having difficulty understanding a message, ask the person to repeat or clarify it. Similarly, if you don't think your message has been understood, check for understanding.

You are communicating with individuals

Beware of assumptions. Culture gives useful clues but don't assume all people from a certain cultural background share the same beliefs and ways of behaving. People are individuals and need to be treated as such. Start a conversation and find out what the person values and believes.

Resolve conflicts early

Sometimes, it is difficult to avoid misunderstandings. These may be misunderstandings to do with ineffective communication or it may have to do with differences in cross-cultural communication. If you sense a conflict brewing, do not allow it to fester—resolve it early. Be direct and courteous. Develop a plan of action to address the problem with your co-worker and then work together toward resolving it.

Treat all co-workers with respect

Treating all workers equally means being inclusive, eg, including them in the conversation. It means being respectful by paying attention, listening carefully, and responding appropriately. It means being courteous and professional and being open and honest about your feelings and giving others the opportunity to do the same.

Be aware of non-verbal communication

Some communication can come from non-verbal communication such as facial expressions, gestures, posture, tone of voice etc. It is important to be

sensitive to non-verbal communication and how it's interpreted by other cultures.

Share information about cultural practices

You and your colleagues might share aspects of your culture and religion and, if relevant, experiences (e.g. growing up in Australia or migrant/refugee experiences). Look for common interests with other workers and you might find that you have as many differences as similarities.

Understand and accept cultural differences

It is important to tolerant and respectful about values, beliefs and religious practices, if you are going to work with people from diverse backgrounds. The more we learn about other cultures, the more we can put ourselves in other people's shoes and respect their position. When you and a co-worker do not agree, try looking at things from their perspective.

Learning Assessment: 8

As part of your learning journey describe the importance of communication within the workplace.

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Once you have completed this learning assessment please have your assessor or facilitator check your answer to see if you are on the right track.

3.2 Use verbal and non-verbal communication constructively to establish, develop and maintain effective relationships, mutual trust and confidence

Verbal communication involves questioning, listening and answering. Non-verbal communication involves body language which includes facial expression, eye contact and posture.

Difficulties can occur because of poor communication, a lack of patience or because people make judgements based on their own cultural values. English translations or the use of slang words can be stressful to people from other cultures. So can speaking too quickly or at too low or too high a volume, not listening actively, not asking questions, using offensive body language and gestures and/or inappropriate humour.

Verbal communication

Is defined as the sharing of information between individuals by using speech. Individuals working together need to be able to communicate effectively. In combination with nonverbal forms of communication, verbal communication acts as the primary tool for expression between two or more people.

The words used in communication are important but it is also important to consider the way the words are delivered:

- Use positive language – You are more likely to achieve positive outcomes when you use positive language rather than negative, People are more likely to listen to positive communication over negative.

- Assertiveness over aggression - Assertiveness often involves using "I statements" rather than "you statements" e.g. I need to collect as much information as possible" rather than "you need to get collect as much information for me as possible". People respond much better when asked to do something in a softer tone rather than being ordered.

- Speaking style – this refers to the tone, pitch, accent, volume and pace of your voice. The same sentence can be conveyed and understood in entirely different ways based on the way in which it is said. [18]

Non-verbal communication

Non-verbal communication consists of facial expressions, posture and gestures. A large portion of our daily communication is non-verbal. Every day we respond to thousands on nonverbal cues and behaviour including postures, facial expression, eye gaze, gestures and tone of voice.

To be able to understand and use nonverbal communication or body language is a powerful tool that can help you connect with others, express what you really mean and build better relationships.

Often what comes out of our mouths and what we communicate through our body language are two totally different things. When talking to someone the listener will often have to decide whether to believe your verbal or nonverbal message.

Non-verbal is often more natural and unconscious language that shows our true feeling and intentions.

The way you listen, look, move and react tells another person whether or not you care and if you are being truthful.[19]

Types of Non-verbal communication

- Facial Expression – facial expression for happiness, sadness, anger, surprise, fear and disgust are the same across all cultures.

- Touch – this type of non-verbal communication can be expressed through a weak handshake, a slap on the back, a bear hug, a patronising pat on the head or a controlling grip on your arm.

- Body movements and posture – your perceptions of people are often affected by the way they sit, walk, stand up or hold their head.

- Gestures – we point, wave and use our hands to express ourselves every day. 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 – the way you look at someone can communicate many things. Eye contact is an important part of non-verbal communication as it can display your interest in what someone is saying also affection, hostility and understanding.

Strategies for improving direct communication

Speak slowly, not loudly.

Remember that if a person is hard of understanding, not hearing, a loud voice implies anger. When a person feels that a coworker is angry, they tend to become anxious or feel intimidated and begin to answer questions in the way that they think will please the coworker or in some cases become defensive causing tension within the workplace.,

Face the person and make use of gestures, pictures, and facial expressions.

Watching a person's face, eyes, and other nonverbal communications carefully. When these don't agree with a person's words, or if the person's eyes or facial expressions are not congruent with what has been said, double-check carefully.

But make sure not to assume that nonverbal communication used in your culture will be the same as the persons. For example, eye contact is culturally determined. In many cultures, direct eye contact with an authority figure is considered disrespectful.

Avoid difficult and uncommon words and idiomatic expressions.

Idioms are phrases or expressions that are based on culture rather than the sum of the meanings of each individual word. English langauage is fraught with idioms, such as "right on target," "in the nick of time," or "kill two birds with one stone." Australians use idioms to demonstrate friendliness, respect, or equality, too. While most idioms are perfectly simple and comprehensible, they tend to confuse, intimidate, and alienate most immigrants.

Don't complicate communication with unnecessary words or information.

More is not better. Keep what you say simple. Strip the information you give down to bare essentials. Remember, also, that not all people expect or want all the facts.

Organize what you say for easy access.

Use short, simple sentences, starting with the subject, followed, as closely as possible, with the verb and a simple object. A good rule of thumb is that people tend to remember information in an inverted bell curve — what is said at the beginning and end is remembered best, while the information in the middle is missed or quickly forgotten. Put your information where it counts.

Rephrase and summarise often.

Summarise what you understand the person is saying, and check with the person to see if your understanding is correct. When giving information or asking questions, try to say the same thing or ask the same question in at least two or three different ways.

Don't ask questions that can be answered by "Yes" or "No."

The persons answer will only tell you whether or not the question has been heard — not whether it has been understood. If you phrase questions in a way that requires the people to respond with information (i.e., by beginning them with what, where, when, why, or how), they can only reply sensibly if they have understood the question. Ask a question that requires information rather than just a yes or no. A phrase like, "Tell me more about …" is a better approach.

Check the concept behind the word.

People may interpret even the simplest instructions, in a radically different way than that which you intended. Words only function as a means of calling up ideas and concepts gained through previous experience. When dealing with people who come from a different culture and lifestyle, it is important to remember that though the person may have learned the English words for something, they are probably associating it with experiences more closely tied to their cultural experience than to ours.

For example, in Australia a "balanced diet" refers to a wide selection of foods, including vegetables, fruits, grains, dairy products, and proteins. In many other cultures, a balanced diet refers to combining "hot" and "cold" foods. Hot and cold do not refer to food temperature, but to type or quality of foods.

Food classified as hot in one culture may be cold in another, so it is difficult to compile a list. In these cultures, a "balanced diet" is planned according to the seasons and/or a person's state of health.

Don't burden people with decisions they are not prepared to make.

Unlike most Australian people, who wish to be given all options so that they can make an informed choice for themselves, people from most other cultures tend to believe in the "mystique" of the physician and the "healer's art." The physician is expected to review the case and tell them what to do. Asking people may compromise the faith in knowledge and expertise of the physician and the medical institution.

Learn a little of the language of the "majority" ethnic population you work with.

Being able to engage in some small talk in a person's first language indicates that you are interested in and care about the persons' background and helps put the people at ease. Recognise, however, that speaking a few words in the person's language does not necessarily make you a bicultural expert. Use the interpreter to bridge the cultural and language gap where needed.

Learning Assessment: 9

As part of your learning journey take note of the ways you communicate with people and use of your body language. Discuss areas and ways you could make improvements

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Once you have completed this learning assessment please have your assessor or facilitator check your answer to see if you are on the right track.

3.3 Where a language barrier exists, use effective strategies to communicate in the most efficient way possible

Sometimes we are misunderstood or don't receive the message in a way that someone else intended us to receive it. It is therefore important that we seek feedback to check that the message sent is clearly understood.

Misunderstandings may occur when working with people who are different to us as we may not understand some for their cultural values and beliefs that influence how they give and receive information.

The key to becoming an effective communicator is to be a good listener. Good manners are also essential when working with people from different cultures as good manners promote a spirit of co-operation and harmony between other co-workers.

The importance of language

Language is a key aspect of culture because it reflects what is important to members of a given culture, their patterns of thinking and how they classify or describe a sequence of events or conditions. English, for example, is a language in which thinking occurs in a linear way.

Time markers are used to describe conditions or give instructions, such as "first you do this, then you take that," or "my symptoms began yesterday and worsened by evening." In other cultures, stories or events may be described by weaving in and out of a central theme or by starting from the conclusion or final events and working inward in a circular sequence toward the beginning of the event.

Communicating effectively with people from diverse cultural backgrounds requires the use of special skills and attention.

Common barriers to effective communication

- Use of Jargon
- Emotional barriers and taboos
- Lack of interest or attention
- Differences in opinion or perception
- Physical barriers
- Cultural differences
- Language differences and barriers

Language Barriers

Language barriers can make it difficult to give direction or explain your expectations.

Some workers may use language barriers to their advantage as a way to avoid changing their methods or behaviour as they feel they may receive special treatment due to the lack of understanding or communication barrier.

Other workers may be disadvantaged as they want to do well but are unable to perform to their fullest potential because they cannot communicate effectively with their co-workers or management.

Strategies to reduce language barriers

Where there are language barriers within the workplace, there are a number of strategies management can use to improve communication.

- Translate all relevant documents into primary language or employee.

- Use an Interpreter whenever you give instructions or provide feedback to employees. There may be someone in the workplace who speaks both languages fluently enough to translate messages to employees.

- Provide language classes for employees on the basic language requirements for the business. Teach them work words, phrases, warnings and other critical communication elements that are necessary for them to perform to standards expected of them.

- Simple training methods – demonstrating as well as explaining training methods.

- Visual methods of communication – explain with pictures. Using signs, cue cards or visual methods are often an effective way to train people.

- Have employee demonstrate their understanding – we should never assume that someone just understands what we have explained/shown them.

Work with diverse people

Learning Assessment: 10

As part of your learning journey, describe some effective strategies to reduce language barriers?

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Once you have completed the above learning assessment, check with your trainer/ facilitator to obtain feedback.

3.4 Seek assistance from interpreters or other persons according to communication needs

Language requirements

All employers should assess the language needs of the employees to determine the languages likely to be encountered. They need to identify the points of contact where language assistance is needed as well as the resources that are needed to provide it.

Bilingual staffs, staff interpreters, outside interpreter services (previously contracted for), volunteer community interpreters (through formal arrangement), and/or telephone services may be used. In accordance with the recommendations management should not require, suggest, or encourage persons to use friends, family members, or minor children as interpreters.

An interpreter's competency in English and in the person's language should be ascertained in advance.

Interpreter

An interpreter is a professionally qualified person who takes information from an oral or sign language and converts it accurately and objectively into another language to enable communication between two parties who do not share a common language.

It is important to distinguish between the work performed by an interpreter and a translator. Though both transform words and meaning from one language to another, translators work with written language, and interpreters work with oral language. It is the job of both, however, to focus on the speaker's or writer's intended meaning rather than merely word-by-word meaning.

This is one of the primary reasons why it is necessary to use trained interpreters. They have been trained to understand and interpret one linguistic code, with its geographical, cultural, and socio-political characteristics, into another. Often, this transformation from one language to another requires the use of very different words and expressions from the language spoken by one communicator to the language spoken by the other.

If people say they have been informed about interpreter services but decline assistance because of the presence of a friend or relative, explain that, in spite of the willingness of the person to help, errors may still occur. These errors may occur due to lack of knowledge or failure to understand the role of the interpreter.

Never assume that people who bring someone to serve as an interpreter do not understand English. These people may have a fairly good

comprehension of English, but lack the confidence or ability to speak it. Because they are fearful or embarrassed that they might misinterpret what someone tells them, they may bring someone with them, who they believe has a better knowledge of English than they do, along to interpret.

Many of these interpreters know no better English than the person. In these instances, it may be preferable to carefully communicate with the person by using simple English.

Dangers using family or friends as interpreters

Cultural issues may become major deterrents to accuracy of communication between employee and employer or care and client when family members, friends, or even untrained bilingual staff members are used as interpreters. In many cultures, the roles and relationships between generations and genders are extremely structured and defined.

When an interpreter is recommended

Some people may be unable to communicate in English at all or will have very minimal understanding of the English language that the decision to get an interpreter may be obvious.

- The client demonstrates no understanding of English when asked basic questions that relate to the context of the discussion. For example, the client cannot respond in English when asked his/her name, address and date of birth

- The client is only able to respond in English in limited capacity or presents with a level of English that is difficult for you to understand

- The client relies on family and/or friends to communicate on his/her behalf

- The client prefers to speak in his/her own language other than English

- If the client speaks English as a second language, and is in a stressful situation or in an unfamiliar environment. [20]

Never use untrained, untested staff as interpreters

Inaccuracies in both English and the language of the person frequently occur when untrained and untested members of staff serve as interpreters.

Often, so-called "bilingual" staff members are persons who immigrated to Australia when they were children. Though they may have stayed fluent enough to carry on every day functions in their native language, the forms and vocabulary they use have often become fossilised in the language of their development and education at that time of their arrival in Australia, especially when English becomes their primary language.

Often when the native language is spoken only with relatives at home, it doesn't go beyond everyday conversational issues.

Below are some other strategies for using interpreters effectively.

When possible, use interpreters who are similar in age and of the same gender as the person.

In many cultures, it is inappropriate to share personal or health-related information with someone much younger or with someone of the opposite gender. As a rule, avoid using children as interpreters.

Brief the interpreter.

Before talking with the person, summarise for the interpreter what you will say to the person, emphasising the key information you wish to impart.

Explain information and ask questions in two or three different ways.

During the actual discussion with the person, don't be afraid of repeating yourself. Try to choose different words and expressions with each explanation or question. This will help eliminate misunderstanding.

Avoid long or complicated sentences.

Be concise and try to avoid superfluous words or ideas.

Keep it short.

Don't talk for more than one or two minutes without stopping to allow the interpreter to explain what you have said to the person. It is important to stay focused on the points to be made. In busy clinical settings, the interpreter must be able to finish the interpretation and move on to the next person.

Allow the interpreter "thought time."

A professionally trained interpreter will try to capture the essence of what you mean rather than simply translate word-for-word. Sometimes it takes a bit of time to convey the same meaning in a language with an entirely different structure and communication pattern.

Don't interrupt.

Interrupting the interpreter while he or she is talking to the person may cause him or her to "lose face" in the persons eyes, to lose the trend of thought, or even to forget some vital information

Don't be imperson.

Permit the interpreter to use as much time as is necessary to clarify a point.

Allow for the "directness of English."

In most clinical situations, it is common to communicate using a very direct, succinct style. This directness may not work in other cultures. Don't be concerned if the interpreter takes five to 10 minutes to summarise what you have said in two minutes. Likewise, don't be concerned if the patient talks for five to 10 minutes and the interpreter tells you what has been said in two minutes.

Observe and respond to gestures and facial expressions.

Position yourself so that you, the person, and the interpreter are visible to one another. Use lots of gestures and facial expressions when you speak

Work with diverse people

through the interpreter. Watch the person's eyes and facial expression — both when you speak and when the interpreter speaks. Look for signs of comprehension, confusion, agreement, and disagreement.

Remember that "culture" may even cause a professional interpreter to modify what you or what the person has said. Clarify with the interpreter whether it is generally okay in the persons' culture to discuss sexual or other "delicate issues" or give bad news to the person.

Ask the interpreter the best way to broach these subjects with the person or family. Remember, however, that though the person and interpreter may share the same language, they may be from different cultures.

For example, there is great variation among groups who speak Spanish. It is always a good idea for nurses to learn something about the cultures and the "do's" and taboos of the primary social groups they serve.

Mode of Interpreting

There are usually three types of interpreting services available:

Video conferencing

Video-conference interpreting uses an interpreter to deliver a service through video and allows remote access to an interpreter. Video conference interpreting can be organised at short notice and enables face to face communication without the expense of travel costs.

Onsite – face to face

An onsite interpreter attends a meeting in person and should be used in situations where complex, legally binding or lengthy matters need to be discussed. Onsite interpreters facilitate both verbal and non-verbal communication (body language). This may result in a broader understanding of the information than occurs with telephone interpreting.

Telephone interpreting

Telephone interpreters deliver their service via the telephone. Telephone interpreting is particularly useful in emergency situations when immediate assistance is required. It is less expensive than onsite interpreting and more accessible to rural/regional areas. It is most cost effective to pre-book telephone interpreting and to conduct sessions during business hours. Telephone interpreting is usually booked in 15 minute blocks.[20]

Multilingual Staff

On occasions when a person requires language assistance and the risk to the organisation or the client from miscommunication or misunderstanding is minimal, it may be appropriate for a staff member who speaks a language other than English to provide assistance.

- Multilingual staff should only be used where the outcome of a situation has no risk of adverse effects for either the client or the organisation.

- Staff with multilingual skills cannot be used to communicate information that is legally binding or puts at risk either the organisation or client.

Language Aides

Language aides may be used to assist colleagues who need assistance communicating with people whose preferred language of communication is that spoken by the language aide. A language aide is an employee who uses English and a language other than English to fill simple communication gaps in the workplace.

There are a number of important differences between the role of staff with multilingual skills and accredited interpreters, such as qualifications and skills, accountability and professional standards, and language proficiency.

Learning Assessment: 11

As part of your learning journey describe a situation where it may be necessary to source an interpreter.

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Once you have completed this learning assessment please have your assessor or facilitator check your answer to see if you are on the right track.

Work with diverse people

4. Promote understanding across diverse groups

	4.1	Identify issues that may cause communication misunderstandings or other difficulties
	4.2	Where difficulties or misunderstandings occur, consider the impact of social and cultural diversity
	4.3	Make an effort to sensitively resolve differences, taking account of diversity considerations
	4.4	Address any difficulties with appropriate people and seek assistance when required

4.1   Identify issues that may cause communication misunderstandings or other difficulties

Most conflicts involve communication problems. Misunderstandings from poor communication can easily cause a conflict or make it worse.

Cross-cultural misunderstandings or conflict may arise whenever there are cultural differences.

The following are some potential causes or situations in which conflicts or misunderstandings can happen:

- misunderstandings or conflict between different nationalities, religious or ethnic groups

- cultural ignorance and insensitivity

- lack of awareness of different societal lifestyle practices

- differences in cultural practice

- differences in perception of illness and treatment

- miscommunication and misinterpretation

Communication Misunderstandings

Misunderstandings occur in all communication, even between people from the same cultural and linguistic background. We cannot expect to get it right all of the time. Even when we are thoroughly aware of all the barriers to effective cross-cultural communication and make use of available aids and tools to assist us in communicating with people from cultural and linguistic backgrounds different to our own, misunderstandings will occur.

What is important is that we know how to respond when a misunderstanding occurs and that we learn from our mistakes.

The main way we communicate is by using words - verbal communication. We also use non-verbal communication in the form of body language, gestures, eye contact etc. Often people feel that verbal communication is

The sidebar reads: Work with diverse people

enough to get their point across but sometimes this is not the case especially when conversing with someone from a different culture.

We need to be aware and careful when communicating with people from different cultures to avoid misunderstandings and chance if insulting the person. Just as people may be offended by verbal communication we can also offend with non-verbal communication.

Misunderstandings and conflict arise between clients and workers or between colleagues for many different reasons. Cultural awareness means that you can accept and show respect for other cultures even if certain practices seem strange to you or mean you are inconvenienced.

Difficulties can occur because of poor communication, a lack of patience or because people make judgements based on their own cultural values. English translations or the use of slang words can be stressful to people from other cultures. So can speaking too quickly or at too low or too high a volume, not listening actively, not asking questions, using offensive body language and gestures and/or inappropriate humour.

Knowing about the diversity of traditional and cultural backgrounds of your colleagues will not automatically rule out misunderstandings. It will take time and effort to ensure a good workplace culture for successful teamwork.

The changing ethnicity of the workplace

In the multicultural workplace typical of doing business in a global economy, cultural barriers to communication abound. Besides the obvious difficulty in understanding people whose language is different, there are other factors that challenge people who are trying to work harmoniously with others of a different background. People from different parts of the world have a different frame of reference, and they may display emotions differently and display different behaviours

Different verbal communication styles

Across cultures, some words and phrases are used in different ways. For example, 'yes' can vary from 'maybe I'll consider it' to 'definitely yes'. When they say 'yes' or tacitly agree to a worker's suggestion, it may not really mean that they do agree with the worker but rather that they do not want to offend the worker by disagreeing with them.

Different non-verbal communication styles

Non-verbal communication refers to facial expressions, gestures, seating arrangements, personal distance, and sense of time. For example, in some cultures maintaining constant eye contact whilst talking is interpreted as disrespectful.

Attitudes toward conflict

Some cultures may see conflict as a positive element. For example, many Eastern countries deal with their conflict quietly. A written exchange might be the favoured means to resolve the conflict.

Approaches to work tasks

People from different cultures tend to complete tasks differently. Some may be task-orientated, whilst others are relationship-orientated. For example, some cultures tend to attach more value to developing

relationships at the beginning of a shared project and more emphasis on task completion towards the end, as compared with Europeans.

Decision-making styles

Decision-making roles vary widely from culture to culture. Some cultures delegate, while other cultures place higher value on holding decision-making responsibilities. When decisions are made in a group, some cultures may prefer majority rule, while others view consensus as the preferred mode for reaching a decision.

Attitudes toward disclosure

The best way to work with different cultures is to be aware that cultural diversity exists and to talk about the differences.

You need to remember two things concerning cultural diversity:

- It can be difficult to address cultural differences without resorting to stereotypes. Stereotypes should not exist, as no person is exactly like another person and no individual is a clone of another member of a group.

- As diversity in an organisation grows, so does the complexity of communication and the necessity to make greater effort in developing improved communication skills.

Learning Assessment: 12

As part of your learning journey, describe some non-verbal communication styles.

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Once you have completed the above learning assessment, check with your trainer/ facilitator to obtain feedback.

4.2 Where difficulties or misunderstandings occur, consider the impact of social and cultural diversity

All individuals within your workplace have a responsibility towards building a socially inclusive workplace. Ensuring all your employees have the right attitudes and behaviours towards others and your customers and clients is essential to a productive workplace.

As a minimum, all employees should have a good understanding of the diversity of Aboriginal and Torres Strait Islander cultures, the impacts of our shared history since European settlement, and how government

policies and social attitudes continue to affect Aboriginal and Torres Strait Islander people today.[21]

Positive work environment

For your workplace to be inclusive, you must take proactive measures to ensure each and every employee feels welcome and a part of your organisation.

A positive work environment is characterised by:

- a high degree of trust and respect between all levels of staff

- a climate in which colleagues feel valued, and have a strong sense of loyalty to the organisation

- high-quality leadership and management

- open discussion that leads to resolution of conflict

- a measure of self-determination over how work is undertaken

- a culture where diversity is respected and valued

- a lack of exclusive 'clubs' and cliques

- opportunities for personal development and career progression; and

- a high level of creativity and job satisfaction, arising from teamwork and cooperation.[21]

Social and cultural diversity

Diversity consists of all the different factors that make up an individual, including age, gender, culture, religion, personality, social status and sexual orientation.

Cultural diversity is a form of appreciating the differences in individuals. The differences can be based on gender, age, sex, ethnicity, sexual orientation, and social status. Companies have realised the value in acquiring a diverse workforce.

Social and Cultural diversity may include:

- Ethnicity
- Race
- Language
- Cultural norms and values
- Religion
- Beliefs and customs
- Kinship and family structure and relationships
- Personal history and experience, which may have been traumatic
- Gender and gender relationships
- Age
- Disability
- Sexuality
- Special needs

Race

Race includes colour, descent, nationality, ancestry or ethnic background or any characteristics associated with a particular race.

It is against the law to discriminate against anyone in the workplace because of their actual or assumed race. Employees are protected from discrimination at all stages of employment including recruitment, workplace terms and conditions and dismissal.

Physical Features

It is against the law to discriminate against anyone in the workplace because of their physical appearance, for example, height, weight, body shape, disfigurement, skin condition, scar or birthmark.

Age

It is against the law to discriminate against anyone in the workplace because of their actual or assumed age. Stereotypes and assumptions about young people and mature workers can have a big influence on decisions in the workplace.[22]

Cultures of Aboriginal and Torres Strait islander communities

Aboriginal and Torres Strait Islander people have a long history of strong kinship and cultures that have endured many thousands of years. Strong families and strong cultures form the backbone of communities and are essential foundations for successful civic and economic participation.

Gender equality

Gender equality is achieved when people are able to access and enjoy the same rewards, resources and opportunities regardless of whether they are a woman or a man.

The aim of gender equality in the workplace is to achieve broadly equal outcomes for women and men, not exactly the same outcome for all individuals.

To achieve this requires:

- workplaces to provide equal pay for women and men for work of equal or comparable value

- the removal of barriers to the full and equal participation of women in the workforce

- access to all occupations and industries, including leadership roles, for women and men

- elimination of discrimination on the basis of gender, particularly in relation to family and caring responsibilities for both women and men.

Disability

It is against the law to discriminate against anyone in the workplace because they have, or are assumed to have, a disability.

Disability includes:

- total or partial loss of body function or a body part

- the presence of organisms (such as HIV or Hepatitis C) that may cause disease or disability, malformation or disfigurement of the body

- mental or psychological diseases or disorders

- conditions or disorders that may result in a person learning more slowly.

Employers role

Majority of work places today employ people from diverse cultural backgrounds. Some employees may have specific cultural needs or requirements which should be taken into account.

- Non-verbal behaviour – Eye contact, facial expressions, hand gestures and how people interpret them vary between cultures.

- Dress - Some cultures have specific clothing such as headscarves or turbans that are worn at all times.

- Religious practices - Some religions require time during work each day for prayer or time off for special religious days.

- Customs - Some cultures can or can't have specific foods and drinks, or may have rules about how food is prepared.

- Social values - Ideas about appropriate social and sexual behaviour, work ethics, wealth and personal growth vary between cultures.

- Family obligations - Some cultures have high family priorities which may sometimes conflict with work.

Employers and managers need to be skilled in responding to an increasingly diverse workplace. Strategies need to be set up to deal with misunderstandings and the impact they may have on the workplace.

Employers can:

- Train staff

- Make use of staff cultural skills

- Promote cultural celebrations

- Be flexible

- Not discriminate against workers because of the employers own cultural background.[20]

Discrimination

Discrimination is not always wrong but some discrimination is unfair and can be against the law. It is unlawful to discriminate against people because of their personal characteristics or because they belong to a certain group.

Discrimination
The prejudicial treatment or consid...
of a person, racial group, minority, ...
based on category rather than indiv...
excluding or restricting members of
on the grounds of race, sex, or age

There is direct discrimination and indirect discrimination;

- Direct Discrimination - happens when someone is treated unfavourably because of a personal characteristic protected by the law.

- Indirect Discrimination – Indirect discrimination occurs when an unreasonable requirement, condition or practice is imposed that disadvantages a person of group because of a personal characteristic.

Equal opportunity is a positive way of describing the absence of discrimination.

People are provided with equal opportunity if they are not discriminated against because of irrelevant characteristics.

Discrimination is against the law when it:

1. is based on a personal characteristic

2. happens in an area of public life

3. causes loss or humiliation.

Learning Assessment: 13

As part of your learning journey, describe your understanding of gender equality within the workplace?

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Once you have completed this learning assessment please have your assessor or facilitator check your answer to see if you are on the right track.

4.3 Make an effort to sensitively resolve differences, taking account of diversity considerations

Working in a diverse environment with team members consisting of different age groups, gender, race, language and nationality can lead to many differences within the workplace. Management need to put in place strategies to resolve these differences and allow employees to work together in a safe comfortable environment.

Successful management are willing to work on diverse group differences they perceive and the effect it has on behaviour and work performance.

Organisations need to set up appropriate processes from the start to avoid conflict arising and resulting in negotiation. If respectful and sensitive processes are put in place and people understand the differences of the people that they work alongside, employees will feel supported and this promotes a better working environment.

If management take different measures to support their staff and understand them. Provide interpreters when needed, take action when needed and maintain commitments that have been made trust will gradually increase throughout the work place and people will feel safe and happy in their positions which promotes security and productivity.

Conflict is always going to be present in different workplaces, especially when working with a diverse group of people. It is how organsiations approach this conflict and provided measures to quickly resolve any

conflict present. By setting up processes that avoid conflict and knowing employees and their work style, management can avoid conflict arising.

So, it is really about looking at putting in place respectful processes that lead to building solid relationships rather than allowing conflict to occur.

Implementing a combination of preventative measurements and reactive steps will ensure that an organisation covers all bases whenever diversity conflict arises

Conflict

Workplace conflict is bound to happen in a diverse workplace. Conflict may occur simply based on differences with own culture, generation, personality and work style. Whether conflict occurs between employees or between employees and their supervisor, it must be resolved to preserve working relationships as well as the organisation's productivity and profitability.

Commitment

An organisation must demonstrate its commitment to workforce diversity. When commitment comes from management - managers, supervisors and employees are more likely to get on-board with the company's diversity policies. However if an organsiations management doesn't demonstrate genuine interest in creating and sustaining a workplace where colleagues appreciate diversity, then any efforts to resolve conflict will usually be hopeless and may lead to perpetual conflict throughout your workforce.

Training

Creating awareness of diversity and teaching employees how to embrace workplace diversity are key elements to preventing conflict. Some people believe forcing diversity training onto employees can create more hostility within the workplace and increase conflict and resentment towards diverse groups. So offering training to new employees or people looking into management positions maybe more widely accepted. Than employees feeling like they are pushed into unnecessary training and creating an environment that activates conflict rather than addressing it.[23]

Authorisation

Supervisiors and managers should be trained on fair employment practices and anti-discrimination laws which will empower them to handle workplace conflict in their departments before any conflict situation arises and becomes out of hand. Early intervention and resolution by authorised figures avoids conflict intensifying and employees making more formal complaints and taking action.

If a supervisor determines that generational differences underlie conflict and disagreements between team members, they should be able to spot the conflict right away and help the employees work towards a resolution.

Considerations

- Recognise that people from different backgrounds often have different ways of communicating.

- Understand that people from different religious backgrounds may often have different beliefs and values to your own.

- Respect people wishes and concerns sometimes something that may seem trivial to us may be quite upsetting or traumatic for someone else.

Conflict resolution

In many cases effective conflict resolution skills can make the difference between positive and negative outcomes. If conflict is resolved successfully often many problems that have been present in the workplace will become apparent and can be addressed.

Benefits of conflict resolution include:

- Increased understanding – the discussion needed to resolve conflict increases employees awareness of the situation and gives them an insight into how they can achieve their own goals without undermining those of other people.

- Increased group cohesion - When conflict is resolved effectively, team members can develop stronger mutual respect and a renewed faith in their ability to work together

- Improve self-knowledge - Conflict pushes individuals to examine their goals in close detail, helping them understand the things that are most important to them, sharpening their focus and enhancing their effectiveness.

If conflict is not handled effectively or with consideration the results can be very damaging both to the individual and the workplace. Unresolved conflicts can turn into personal dislike, teamwork breakdowns and employees may display disengaging behaviour. Conflict can actually affect everyone in the workplace, not just the people directly involved.

Three strategies for conflict resolution:

Use active listening

When conflict arises parties involved tend to spend a lot of their time talking rather than listening. Whilst one person is speaking the other person is spending his or her time thinking of their next response.

Emotions come into play and it becomes very difficult to listen objectively. It is the manager's or supervisors job as mediator to listen objectively to each side, ensure that both or all parties are listening, and that each person has a chance to state his or her side of the situation.

Deal with conflict collaboratively

All people involved should come together in a neutral/private environment to facilitate conflict resolution. Ask each participant to provide a written statement in advance describing the situation in his or her own words. These statements will give the mediating manager insight into the possible causes of the conflict.

During the session, give each party a chance to tell his or her side of the situation without interruption. Analyse the problem from each person's perspective and collaboratively develop solutions. Agree to meet in the future to check on the progress of the solution.

Expectations for future behaviour

Describe the damage to the organisation as a result of employee conflict and the consequences for future inappropriate behaviour. It is important to remember that the manager's role in conflict resolution is that of mediator. The manager must remain impartial and cannot enter into conflict resolution if he or she has preconceived opinions or ideas about who is right or wrong in the situation.

Strategies for working together

Working effectively in a diverse environment can be viewed from two broad perspectives. The person-centered approach holds that people should take responsibility for accommodating to and/or changing the work environment. Working together effectively depends on everyone involved, and each person has some responsibility for making this happen.

On the other hand, an organisation-centered approach holds that working effectively in a diverse environment is largely the responsibility of the organisation's management team. Organisational leaders set the policies, decision-making process, and the emotional tone that affect the working environment.

However, working effectively in a diverse environment is coloured by the degree to which management promotes diversity. The organisation's commitment can be evaluated by its policies and procedures, and its mission, vision, and values. Look at staff demographics and human resources hiring practices. These are the responsibility of management.

Both person and organisation-centered approaches are vital when formulating strategies for working together in a diverse environment.

Strategies to avoid misunderstandings

1. Understanding differences in role relations. Relations, interpersonal distance, and formality between supervisors and staff differ among cultural groups. Understanding differences in the concept of face and taking care not to injure the face or the strong sense of honour, which is an important concern of many who belong to collectivist cultures.

2. Learning to accept differences in the way people manage conflict. Those from collectivist cultures need to understand that the dominant behaviours of direct conflict and pressing for one's own point of view are not intended as insults, but are simply other ways of dealing with conflict. They need to try to disassociate the person from the conflict incident and redevelop the relationship.

3. Being aware of people's conception of what constitutes a "good employee." If staff members from a hierarchic society do not seem to take initiative on the job, they may be demonstrating respect, whereas people from an egalitarian society expect to challenge authority and work more independently.

4. Being aware of personal space and touching. All cultures have different customs and rules about interpersonal space and touching. Personal space can hinder communication and professional relationships if the staff members have different cultural bias about what is appropriate. Australian culture gives mixed messages about touching.

Touching and coming close to someone is often interpreted as a sexual or aggressive act, whereas in other cultures this is normal. To avoid misunderstandings, it is important to recognise and talk about these differences.

5. Understanding that communication styles in cultures differ in their level of formality. Some staff members interpret a more formal communication style as "snobbish," whereas others may view informal styles as "rude." It is best to be more formal, such as calling people by their last name, until trust is established. It may be helpful to discuss communication styles when attempting to clarify misunderstandings with others.

6. Not being hurt if staff members speak their own language when they are together. Remember that this is a way for them to stay connected to their cultural heritage. If you are part of the native language group, take the time to explain what you're talking about to colleagues who only speak English, for instance, "We were talking about the movie we saw last night." If you are the English-only speaking person, you might say something like, "You seem to be having a good conversation. Can you share it with me?"

7. Speaking clearly and facing staff members who have difficulty comprehending directions in English. Check understanding by getting them to describe what you have told them to do. Remember that language skills build slowly over time. Your patience will help colleagues improve their English language abilities.

Misunderstandings or cross-cultural conflict may arise or occur for a number of reasons in any workplace. Misunderstandings or conflicts may occur due to diversity issues. When people from different cultures, genders, sexuality, religions, disabilities and ages are thrown together there are many problems that may arise.

Some may be simple and management or co-workers may be able to step in and resolve any problems, others may be of a more serious nature and more serious action may have to be taken.

Cross-cultural conflict and challenging interactions may involve a person behaving in any of the following ways towards another person on the basis of their cultural or social beliefs;

- name calling

- use of offensive language

- degrading comments in reference to a person's ethnicity, culture, religion or background

- ridicule based on a person's physical appearance

- teasing or put downs

- shouting/abuse/aggressive language

- excluding/isolating/ignoring.

This type of behaviour is not acceptable in any workplace, It is a person right NOT to accept offensive behaviour. Justifying, ignoring, or doing nothing about such behaviour gives permission for it to continue.

Being subjected to any of the above behaviours can make a person feel:

- angry
- upset/sad
- ashamed
- frightened
- isolated
- intimidated.

Avoiding discrimination is everyone's responsibility.

The following tips for employers and staff will help to embrace cultural diversity and avoid workplace discrimination:

- Implementing a workplace anti-discrimination policy, ensuring staff are well aware of their rights and responsibilities. If workplace discrimination occurs, having an anti-discrimination policy clearly shows that bullying, harassment or racism are not tolerated by the organisation and its employees.

- Establishing a complaints system or set of procedures to respond to workplace discrimination in a timely and appropriate fashion. Also ensuring staff are aware of external complaints mechanisms available.

- Engaging in activities, training and discussions that create a positive and inclusive working environment to avoid cases of workplace discrimination. [24]

Learning Assessment: 14

As part of your learning journey, describe some conflict issues that may arise due to diversity in the workplace.

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Once you have completed the above learning assessment, check with your trainer/ facilitator to obtain feedback.

4.4   Address any difficulties with appropriate people and seek assistance when required

Ignoring diversity issues costs time, money, and efficiency.

Some of the consequences can include:

- Unhealthy tensions;

- Loss of productivity because of increased conflict;

- Inability to attract and retain talented people of all kinds;

- Complaints and legal actions;

- And inability to retain valuable employees, resulting in lost investments in recruitment and training.

If an employee is experiencing problems with the behaviour of their co-workers, managers or supervisors, there are different strategies they can take to deal with unfair treatment at work.

If a person believes they are discriminated against on the basis of your diversity, or that you have witnessed this kind of behaviour in others, then there are places and people you can go to for help and support.

Employees should first find out about the companies' grievance procedures. It may be useful to contact the human resources department about this. If the problem cannot be resolved internally they the case may have to be investigated further.

Seek assistance

Supervisor should be the first place you seek assistance or advice. If you are uncomfortable talking to your supervisor, or they are part of the problem, you should consider talking to your next level manager about the issue.

- Refer to workplace policies, most workplaces have written policies and procedures to follow and solve problems at work.

- Speak to union representative – union representatives can support and advocate for workers if they are experiencing certain problems.

- Harassment and bullying information is available on the Intranet and in the Harassment-free Workplace Policy to help you identify your responsibilities and the responsibilities of others in the workplace.

- Workplace Harassment Contact Officers (WHCOs) are available to assist you in understanding what harassment is and support you through a complaint process. The list of WHCOs can be found on the Intranet.

- Equal Opportunity commission can be contacted for advice.

Work with diverse people

- Deputy Director (Corporate) and the Manager HR and Administration can provide advice and information about, and is able to receive formal complaints of, harassment, bullying and discrimination.

- Employee Assistance Program (EAP) can also be a source of support.

- Fairwork ombudsman

Even today it is still the case that some companies do not adhere to the laws or even their own equal opportunities policies. If an employee feels that they are being discriminated against, then there are plenty of organisations that you can reach out to seek help.

Some organisations to find helpful information or useful links about workplace diversity:

- Australian Public Service Commission -this site contains extensive information on Workplace Diversity in the APS.

- Human Rights Commission - this site contains information on Human Rights, Disability Rights, Racial Discrimination, Sex Discrimination and Aboriginal and Torres Strait Islander Social Justice.

- Multicultural Australia - Department of Social Services website.

- Diversity Council- this is a private sector organisation but their site contains a wealth of information about all aspects of workplace diversity.

Who deals with workplace discrimination?

Australian legislation dealing with workplace discrimination and harassment include and providing the general legal framework to support diversity in the workplace include:

- Human Rights and Equal Opportunity Commission Act (1986)
- Racial Discrimination Act (1975)
- Sex Discrimination Act (1984)
- Disability Discrimination Act (1992)
- Age Discrimination Act (2004)
- Work, Health and Safety Act (2011)
- Fair Work Act (2009)
- Workplace Gender Equality Act (2012)
- Carer Recognition Act (2010)
- Workplace Relations Act (1996)

Human Rights

The Universal Declaration of Human Rights (Universal Declaration) is an international document that states basic rights and fundamental freedoms to which all human beings are entitled.

The universal declaration of human rights (UDHR) is milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 General Assembly resolution 217 A as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected. [25]

The Australian Human Rights Commission provides factsheets to help organisations promote diversity and prevent discrimination in the workplace.

They cover such things as:

- practical steps to create a fair a productive workplace;
- what to include in a workplace discrimination and harassment policy;
- how to ensure a fair and equitable recruitment process;
- what the terms bullying, harassment and discrimination mean;
- how the law applies to employees based on age, sex, pregnancy, family responsibilities, disability, race, sexual orientation and gender identity and other characteristics;
- which discrimination laws apply to your workplace;
- when you could be liable if discrimination or harassment occur in your workplace,
- what to do if an employee makes a complaint of discrimination or harassment.

The Human Rights Law Resource Centre (HRLRC) considers that the most effective way to promote equality and eliminate discrimination against people is through a human rights framework.

A human rights approach requires that legislation, regulation, monitoring and reporting systems be developed with a focus on positive measures to achieve substantive equality.

A human rights framework can inform and guide domestic policy in complex areas such as discrimination and equality. The international human rights framework has been at the forefront of recognising the more insidious forms of discrimination, including indirect, systemic and compounded discrimination.

Human rights framework

Federally, a range of laws help Australia to implement its human rights obligations. In particular, the Australian Human Rights Commission Act 1986 (Cth) restates the obligations Commonwealth authorities have under key human rights instruments.

Under this Act, the Australian Human Rights Commission has a range of powers to look at how the federal government is meeting its human rights obligations.

This includes:

- resolving complaints of discrimination or breaches of human rights under federal laws
- holding public inquiries into human rights issues of national importance
- developing human rights education programs and resources for schools, workplaces and the community
- providing independent legal advice to assist courts in cases that involve human rights principles
- providing advice and submissions to parliaments and governments to develop laws, policies and programs,
- undertaking and coordinating research into human rights and discrimination issues. [26]

Maximising cultural diversity in your organisation.

The following strategies will help to encourage and promote cultural diversity in your organisation to maximise its full benefits:

- Implementing policies and practices that recognise and respect cultural diversity among employees, such as;

- An equity diversity and inclusion plan

- A multicultural action plan

- An anti-racism policy

- Ensuring staff awareness of legal frameworks around racial discrimination, workplace bullying and harassment through regular training.

Organisation -centered strategies from managers

1. Closely defining the job duties and expectations. Job descriptions are often taken more literally in other cultures than they are in Australia Culturally diverse staff may be afraid to step outside the boundaries of their position by taking on tasks not included in this description.

   Explain expectations regarding job performance carefully. If job expectations include making suggestions in meetings, giving opinions about improving the work environment, and taking initiative, state this outright. Give examples of some ways nurses and other staff might do this.

2. Facilitating the development of open communication between staff of diverse cultures. The supervisory team needs to watch and listen for signs of misunderstanding and conflict. Offer to serve as a nonjudgmental mediator to help clarify meanings. Avoid taking sides. Simply help staff clarify what was said or done.

   Where more than two staff members are involved, initiate staff meetings that provide an open forum for discussion of problems, such as the manner in which requests or instructions are given, or the way assignments are made.

3. Using diverse staff as resources for each other. For example, rather than asking culturally diverse staff to assume responsibility for the care

of all the people from their culture, ask them to serve as a resource and guide to other staff who come into contact with those people.

Ask them to explain any important rules of etiquette in treating people from their culture or to explain any beliefs that may influence their response to treatment. This practice helps staff members appreciate and gain knowledge of each other's differences.

4. Helping culturally diverse staff learn the appropriate ways to behave and interact in the mainstream culture. Explain accepted ways to address each other and the people. Review with them some of the norms about work styles, communication, formality or informality, and time orientation on the particular unit where they will work.

   Help orient them to the norms of nursing practice by giving them in-service programs and professional articles to read. Developing and rehearsing scripts or role-playing simulated situations may also be helpful.

5. Finding and using any resources available at the healthcare facility. Federal regulations now require that healthcare systems provide cultural competency training to staff in dealing with the population served. Training and information should be provided in user-friendly ways so that staff will readily take advantage of these offerings.

In a society as diverse as ours, we need to develop sensitivity, awareness, and tolerance of cultural differences. Differences enrich the work environment by bringing a variety of perspectives into. Staff members and managers, along with culturally diverse colleagues, can interact as a team to devise further ways to work together effectively in a multi-cultural workplace.

Learning Assessment: 15

As part of your learning journey, describe when employees may need to seek assistance due to issues they are dealing with the workplace?

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Once you have completed the above learning assessment, check with your trainer/ facilitator to obtain feedback.

Readings CHCDIV001 – Work with diverse people

https://www.health.qld.gov.au/multicultural/health_workers/CCC-non-clinical.pdf

Resource Evaluation Form

Please return to this page when you have finished working on this resource and complete this form. Your feedback can assist us to continually improve this resource.

Course Unit: CHCDIV001 – Work with diverse people	
RTO: The Learning Collaborative	**Date at finish of unit:**

Please Circle

Was your learning totally external, with occasional phone contact with a designated trainer/teacher?	**Yes**		**No**	
Was your learning externally supported by a study group of other students studying the same unit?	**Yes**		**No**	
How many workshops were given to support your learning? (Please circle a number 0,1,2,3)	**0**	**1**	**2**	**3**
Did your learning involve class support material at your college?	**Yes**		**No**	
Did you find this resource easy to use?	**Yes**		**No**	
Any Comments?				
Was the content useful/clear/relevant?	**Yes**		**No**	
Any Comments?				
Please comment on any ways this resource could be improved for future students				
What other resources did you find that helped you with your studies?				

Thank you for your time to give us your valuable feedback. Please give this to your trainer/facilitator/teacher who can send it to us at the address below – or if you prefer you can do it yourself.

The Learning Collaborative

PO Box 5867 Q Supercentre QLD 4218

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