



# **Learner Guide**

**BSBLDR502**

**Lead and manage effective workplace  
relationships**

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## Unit of Competency

### Application

This unit describes the skills and knowledge required to lead and manage effective workplace relationships.

It applies to individuals in leadership or management who have a prominent role in establishing and managing processes and procedures to support workplace relationships taking into account the organisation's values, goals and cultural diversity.

At this level work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Management and Leadership - Leadership

## Performance Criteria

### Element

*Elements describe the essential outcomes.*

### Performance Criteria

*Performance criteria describe the performance needed to demonstrate achievement of the element.*

- |  |   |
|--|---|
| <b>1. Manage ideas and information</b>   | <b>1.1</b> Ensure strategies and processes are in place to communicate information associated with the achievement of work responsibilities to all co-workers<br><b>1.2</b> Develop and/or implement consultation processes to ensure that employees have the opportunity to contribute to issues related to their work role<br><b>1.3</b> Facilitate feedback to employees on outcomes of the consultation processes<br><b>1.4</b> Develop and/or implement processes to ensure that issues raised are resolved promptly or referred to relevant personnel |
| <b>2. Establish systems to develop trust and confidence</b>                    | <b>2.1</b> Establish and/or implement policies to ensure that the organisation's cultural diversity and ethical values are adhered to<br><b>2.2</b> Gain and maintain the trust and confidence of colleagues and external contacts through professional conduct<br><b>2.3</b> Adjust own interpersonal communication styles to meet the organisation's cultural diversity and ethical environment and guide and support the work team in their personal adjustment process  |
| <b>3. Manage the development and maintenance of networks and relationships</b> | <b>3.1</b> Use networks to build workplace relationships providing identifiable outcomes for the team and the organisation<br><b>3.2</b> Conduct ongoing planning to ensure that effective internal and external workplace relationships are developed and maintained   |
| <b>4. Manage difficulties to achieve positive outcomes</b>                     | <b>4.1</b> Develop and/or implement strategies to ensure that difficulties in workplace relationships are identified and resolved<br><b>4.2</b> Establish processes and systems to ensure that conflict is identified and managed constructively in accordance with the organisation's policies and procedures<br><b>4.3</b> Provide guidance, counselling and support to assist co-workers in resolving their work difficulties<br><b>4.4</b> Develop and implement an action plan to address any identified difficulties                                  |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

### Writing

- Prepares plans and policies incorporating appropriate vocabulary, grammatical structure and conventions

### Interact with others

- Adapts personal communication style to model behaviours, build trust and positive working relationships, and to support others
- Plays a lead role in situations requiring effective collaboration, demonstrating high level support and facilitation skills and ability to engage and motivate others

### Navigate the world of work

- Establishes or follows organisational policy regarding diversity and ethical conduct

### Get the work done

- Takes responsibility for formulating, organising and implementing plans, processes and strategies that impact the workplace
- Systematically gathers and analyses all relevant information and evaluates options to inform decisions about organisational strategies
- Evaluates outcomes to identify opportunities for improvement

## Assessment Requirements

### Performance Evidence

Evidence of the ability to:

- Develop and/or implement processes to manage ideas and information including:
  - communicating information to support others to achieve work responsibilities
  - facilitating employees' contributions to consultation on work issues
  - providing feedback on the outcomes of consultations
  - resolution of issues raised or referral to relevant personnel
- Establish and/or implement policies to ensure that the organisation's cultural diversity and ethical values are adhered to
- Provide leadership through own behaviour including:
  - professional conduct that promotes trust with internal and external contacts
  - adjusting own interpersonal communication style to meet the organisation's cultural diversity and ethical environment
- Plan for, and manage, the use of networks to support identifiable outcomes for the team and the organisation
- Develop and/or implement processes and systems to manage difficulties including:
  - identifying and resolving conflicts and other difficulties according to organisational policies and procedures
  - planning how to address difficulties
  - providing guidance, counselling and support to assist co-workers in resolving their work difficulties.

### Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- Explain how systems, policies and procedures can support the development of effective work relationships focusing on interpersonal styles, communications, consultation, cultural and social sensitivity, networking and conflict resolution
- Outline legislation relevant to managing effective workplace relationships.



## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- Relevant legislation, regulations, standards and codes
- Relevant workplace documentation and resources
- Case studies and, where possible, real situations
- Interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion volumes available from the IBSA website: [http://www.ibsa.org.au/companion\\_volumes](http://www.ibsa.org.au/companion_volumes) - <https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## 1. Manage ideas and information

- 1.1. Ensure strategies and processes are in place to communicate information associated with the achievement of work responsibilities to all co-workers
- 1.2. Develop and/or implement consultation processes to ensure that employees have the opportunity to contribute to issues related to their work role
- 1.3. Facilitate feedback to employees on outcomes of the consultation processes
- 1.4. Develop and/or implement processes to ensure that issues raised are resolved promptly or referred to relevant personnel



## 1.1 – Ensure strategies and processes are in place to communicate information associated with the achievement of work responsibilities to all co-workers

By the end of this chapter, the learner should be able to:

- Create a job description for a position they are familiar with
- Explain why it is important to give clear project role descriptions.

### Strategies and processes

Your organisation should have strategies and processes in place for the communication of responsibilities and how they should be achieved. Employees should be provided with information about the role and the organisational expectations for the employee's performance.

A strategy is an overall aim. A process is a series of procedures that are linked to achieve a goal.

You should have processes for the communication of:

- Roles and responsibilities
- Employee feedback
- Progress towards the achievement of targets/goals
- Career development information
- Employee reviews.



### Communicating responsibilities

#### Providing a job description

Your organisation will ideally have a template job description, enabling the inclusion of information about employee roles and responsibilities. This should be sent to the appropriate personnel.

Example template:

Job title:	Role:
Manager	A manager is the person in charge of a team and oversees tasks. They are responsible for running day-to-day operations, within their defined authorities
Responsibilities:	
<ol style="list-style-type: none"> <li>1. Communicating with staff (both internal and external), team members, and stakeholders.</li> <li>2. Creating work plans</li> <li>3. Estimating completion dates and budgets</li> <li>4. Regularly reviewing team performance.</li> </ol>	

#### Clear job descriptions

It is vital to provide clear job descriptions which can be easily understood by team members at all levels. The employees should have a good understanding of the duties that they are expected to perform. Clear communication can help avoid misunderstandings and disputes between team members.

**Job descriptions should include:**

- Authority levels
- Individual performance-measurement criteria
- Position descriptions
- Responsibility matrix
- Team responsibilities
- Role definitions
- Task responsibilities
- Project skills matrix
- Training plans.



Descriptions of roles and responsibilities are also a means to measure performance against KPI's (Key Performance Indicators).

**Performance feedback**

Performance feedback has a more formal approach. It involves a regular ongoing assessment of an employee's performance by a manager or supervisor. Constructive feedback – both positive and negative – is given to the employee to motivate them and improve their work. Some organisations have a rating system on a scale (e.g. 1-10) and a list of responsibilities, traits, and goals for the scoring of employees.

**Progress towards targets/goals**

A progress report allows you to track progress and performance. You will need to find the information on your plan that specifies the tasks and find those assigned to each individual. Once you have these in front of you the workers may be prompted to report on what they have achieved and are yet to achieve. Their statements should be considered in relation to the plan.

You should inform the relevant people when responsibilities are not being met.

**Responsibilities may not be met for a number of reasons, including:**

- Illness
- Lack of skills or resources
- Motivation
- Lack of communication
- Time restraints
- Conflict
- Diversion, such as when asked to do something else mid-task.

**Career development information**

You should inform employees of any opportunities for further training and professional development. They should also be told of opportunities for career progression. This is key way of building motivation. One procedure to enable you to achieve your career development strategy could be to offer all positions that open up within the organisation to internal staff before looking externally.

**Employee reviews**

Employee performance reviews are formal reviews which may involve self-assessment and a manager's feedback on performance.

**Example self-assessment****Experience level:**

- 1 = I have no skills/knowledge in this field
- 10 = I am an expert in this field

**Frequency of use:**

- 1 = I never use this skill/knowledge
- 2 = I sometimes use this skill/knowledge
- 3 = I always use this skill

Item	Experience level	Frequency of use

Template performance review document:

Employee name:		Role:		Date:	
Tasks:	Ideal performance:		Actual performance:		
Signed:					

## Activity 1A



## 1.2 – Develop and/or implement consultation processes to ensure that employees have the opportunity to contribute to issues related to their work role

**By the end of this chapter, the learner should be able to:**

- Explain what a consultation process is
- Identify consultation methods which can be used to ensure that employees have the opportunity to contribute to the resolution of issues related to their work role.

### Consultation processes

A consultation process is where employees and decision makers talk about work-related issues and problems. Decision makers should account for the employee's perspective and listen to problem-solving recommendations. Employers or decision makers should provide employees with a plan for guidance of the discussion. This should also detail the means of arriving at a decision. What factors will influence a decision, for example? There may be legislation issues, budget considerations, or time restraints that need to be considered.

**A consultation process can be implemented in various ways, including:**

- A diary, whiteboard, or suggestion box used by staff to report issues of concern
- Fact sheets to fully inform personnel
- Formal meetings with agendas, minutes, and action plans
- Informal meetings with notes
- Involving personnel in decisions
- Recording issues in a management diary
- Conducting regular staff meetings
- Seeking staff suggestions for content of policies
- Holding workshops to address specific issues
- Providing staff handbooks
- Carrying out performance reviews
- Arranging surveys or questionnaires that invite staff feedback.



You should refer to your organisation's policies and procedures for consultation with staff when deciding on a method to use. Some of the previously mentioned methods are expanded on below.



## Employee satisfaction surveys

Employee satisfaction surveys allow employees to express their feelings and opinions about aspects of the workplace.

**They may prompt employees to give opinions on the following issues:**

- Breaks e.g. regularity
- Opportunities e.g. career development
- Pay e.g. rises in pay
- Working conditions and environment e.g. safety.

**Tips for creating an employee satisfaction survey:**

- You will need to create a method for analysing the answers. A scale is good for this e.g. agree, neutral, disagree
- Keep the surveys anonymous so that employees do not have any inhibitions about writing negative points or criticism
- Employee surveys may also contain a comments box for employees to write their thoughts and opinions without being restricted to the confinement that the questionnaire dictates
- You may like to send out newsletters together with the satisfaction surveys that show the opinions from last year as an example of how problems can be overcome and how the organisation uses employee input.



## Meetings

Informal meetings provide the opportunity for the discussion of issues with staff. They are also a positive means of updating staff on day-to-day activities. You should remember that some staff members may not want to speak with you directly about issues. They may prefer the anonymity of a questionnaire.

Formal meetings are highly organised, with pre-planned topics for discussion. They are often headed by a senior member of staff or chairperson and planned for a set time. There may be an agenda with a formal schedule. The purpose of a formal meeting is to discuss the set topics and make decisions in line with set objectives. This may mean that there is limit as to the number of people that can attend. All departments should be represented and there will usually be a nominated spokesperson or manager representing the views of each work area.

### Conducting a meeting

It is important to consider structure when conducting formal and informal meetings. A meeting should have a sensible structure for the engagement of team members.

**Here is an example of how you could structure your meeting:**

- Introduction:

- aims and objectives
- topics of discussion
- Individual responsibilities and accountabilities
- Teams and departments involved
- Interrelation of teams and role
- Open detailed discussion on issues/topics
- Conclusion and summary – this enables you to answer any queries and provide a final motivational boost.

### **Presentation methods**

You may like to use a variety of methods to engage team members and ensure that you have covered all the details.

- Small teams may benefit from an informal presentation method e.g. a group circle
- Slides provide an on-screen method and can sometimes be better than verbal communication, as they provide a visual stimulus
- Written communication provides the opportunity to expand of points in the presentation and give staff something to refer to
- Audio-visual media is a method that uses sound and images e.g. a video recording. It can be very engaging, so could be considered for communicating with team members during the conclusion to a meeting.

### **Performance reviews**

Performance reviews can highlight issues regarding individual or team performance both to employees and employers. These will vary, depending on the industry. However, they will involve analysis of data gathered about employees' performance. For example, a sales team that is not reaching targets, or not performing in accordance with expectations might need investigating. This can be done in various ways.



### **Measurable performance indicators**

Measurable performance indicators, or KPI's, are values that can help to demonstrate the performance of an organisation. They are measurable and help to indicate how effectively a company is performing in relation to their goals and objectives.

#### **A good KPI should be:**

- Available
- Measurable
- Relevant
- Timely
- Useful.

#### **Measurable performance indicators may be developed:**

- From a strategic plan
- In consultation with those who will undertake the specific tasks.

It is important that you don't just measure and record the outcomes of activities. They should also be analysed. Analysis of these findings can help to identify areas of improvement and the best path to implementation.

### **Non-profitable performance**

You may need to make adjustments to direct marketing activities to extinguish non-profitable performance.

#### **Non-profitable over-performance may include:**

- Customer service issues caused by failure to follow up leads
- Excessive processing and fulfilment costs
- Low gross-profit per contact
- Low profit margin
- An offer that is priced too low.



You should implement changes to turn these non-profitable over-performances around. For example, if you have customer service problems, you may need to implement training, alter procedures, hire more customer service staff, or obtain better technology.

If you have excessive processing and fulfilment costs then you should aim to reduce them in some way. Could you upgrade your technology? For example, you might obtain new and highly efficient software programmes to help with processing.

### **Employee performance review**

Individual employee performance reviews can also be undertaken as opportunities for the discussion of employee perspectives in relation to organisational expectations.

There are many reasons why responsibilities might not be met.

**For example:**

- Illness
- Lack of skills or resources
- Motivation
- Lack of communication
- Time restraints.
- Diversion, such as when asked to do something else mid-task.

Reviews and meetings provide opportunities to clarify the reasons for underperformance, or utilise over-performance, and discuss possible solutions that appeal to both the individual and the organisation. Team members who are consulted should feel valued and supported. They will be more likely to try and improve, offer their opinions, and find solutions.



## Activity 1B



### 1.3 – Facilitate feedback to employees on outcomes of the consultation processes

**By the end of this chapter, the learner should be able to:**

- Identify methods which can be used to inform employees about the outcomes of the consultation process
- Identify how to decide which communication method to use
- Identify how to put the outcomes of the consultation process across to personnel.

#### **Facilitate feedback**

Employees should be informed of consultation process outcomes in good time to prepare them for implementation or changes.

**The outcomes will vary depending on what was discussed during the consultation process and may include:**

- No changes
- Changes to procedures
- Additional training
- Disciplinary action
- Alterations to timeframe/schedule
- Changes to facilities or other environmental conditions
- Withdrawal of funding.

Whatever the consultation outcomes, you will need to communicate with staff in an appropriate manner. It will be necessary to explain the reasons for particular decisions. There are bound to be disagreements regarding outcomes. However, you must remember that the organisation cannot please everybody.

**Communication may take the following forms:**

- Report
- Presentation
- Newsletter
- Group meeting/seminar
- One-to one meeting
- Email.



It is up to you to decide which of the communication methods is most suitable for each case. Organisations will differ in their expectations and each case will be different. If the outcome only involves one person e.g. for disciplinary action, then you would choose a one-to one meeting.

Whichever method is chosen, the communication should go into detail and provide evidence, where possible, in support of the decision. It should be worded carefully so that staff don't think their opinions have been ignored or discarded. One good way to demonstrate this is by creating a full report that can be accessed by staff. This should explain the reasoning in detail, with both quantitative and qualitative data.

### **Report for remedial action**

Remedial action is a simple means of changing or correcting something, such as through the educating or training of staff members. You will need to create a report for remedial action, which may incorporate different formats.

#### **For example:**

- Status reports
- Progress measurement reports
- Forecast reports
- Spreadsheets
- Charts and graphs.

Your organisation may have a template in place for remedial action reporting, that could look something like this:

Issue level	Area	Finding	Remedial action	Time frame
Critical	Hours worked	Workers are working too many hours e.g. twelve hours a day, sometimes seven days a week.	Look at how efficiency can be improved to reduce working hours. Ensure that workers have at least one day off each week and overtime is paid for workers working over 45 hours a week	3 Months
Major	Freedom of association	Workers have not got the opportunity to communicate with managers	Develop regular meetings e.g. once a week, drop in sessions and/or suggestion boxes	2 Months
Concern	Health and safety	Poor lighting in office area	Better lighting fitted to prevent strain on eyes	1 month



## Activity 1C



## 1.4 – Develop and/or implement processes to ensure that issues raised are resolved promptly or referred to relevant personnel

By the end of this chapter, the learner should be able to:

- Identify how to find the appropriate person to refer an issue to
- Determine which aspects of a problem should be addressed by a root cause analysis.

### Workplace issues

There are a variety of workplace issues that you may face as a leader of your organisation. It is important that you and your colleagues know exactly how to handle each issue as it arises. This is the purpose of policies and procedures. Policies and procedures should details sequence of steps which should be taken to resolve an issue.

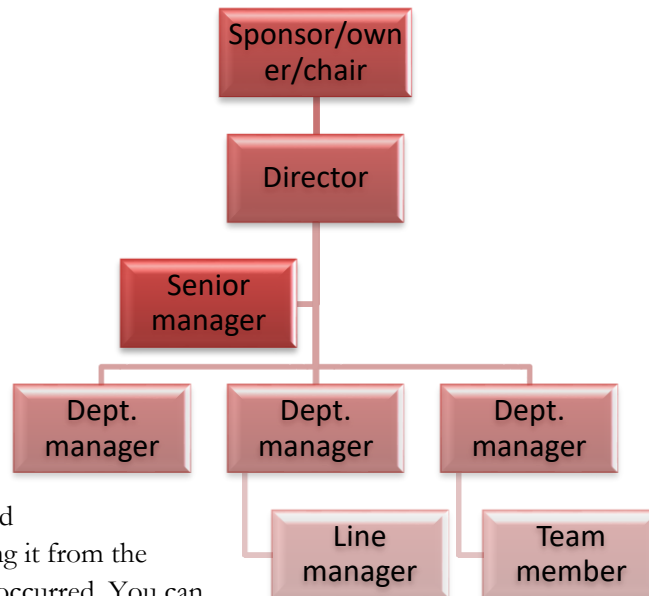
There may be staff that deal with particular issues, such as a grievance within your organisation. If this is the case then you should refer to them for advice, or pass the issue over entirely where appropriate. If your organisation is large then you may not know who the appropriate person is.

You might establish the contact in the following ways:

- Searching the database
- Using the organisational website
- Looking for a contact within policy or procedure documents
- Using an organisational chart
- Consulting a roles and responsibilities chart or specifications
- Asking colleagues.

### Organisational charts

An organisational chart can also be referred to as a means of demonstrating the different roles and hierarchy of the structure. An organisational chart can be as simple or as complex as needed. It may also have photographs of the individuals under each job title for ease of recognition. Organisational charts can be sent to team members or hung up in poster form for reference.



### Root cause

A root cause analysis in order to identify problem. If the identified root cause then removing it from the that the problem never occurred. You can of a problem and take action to tackle this. resolve the problem and ensure that it is avoided in the future.

### analysis

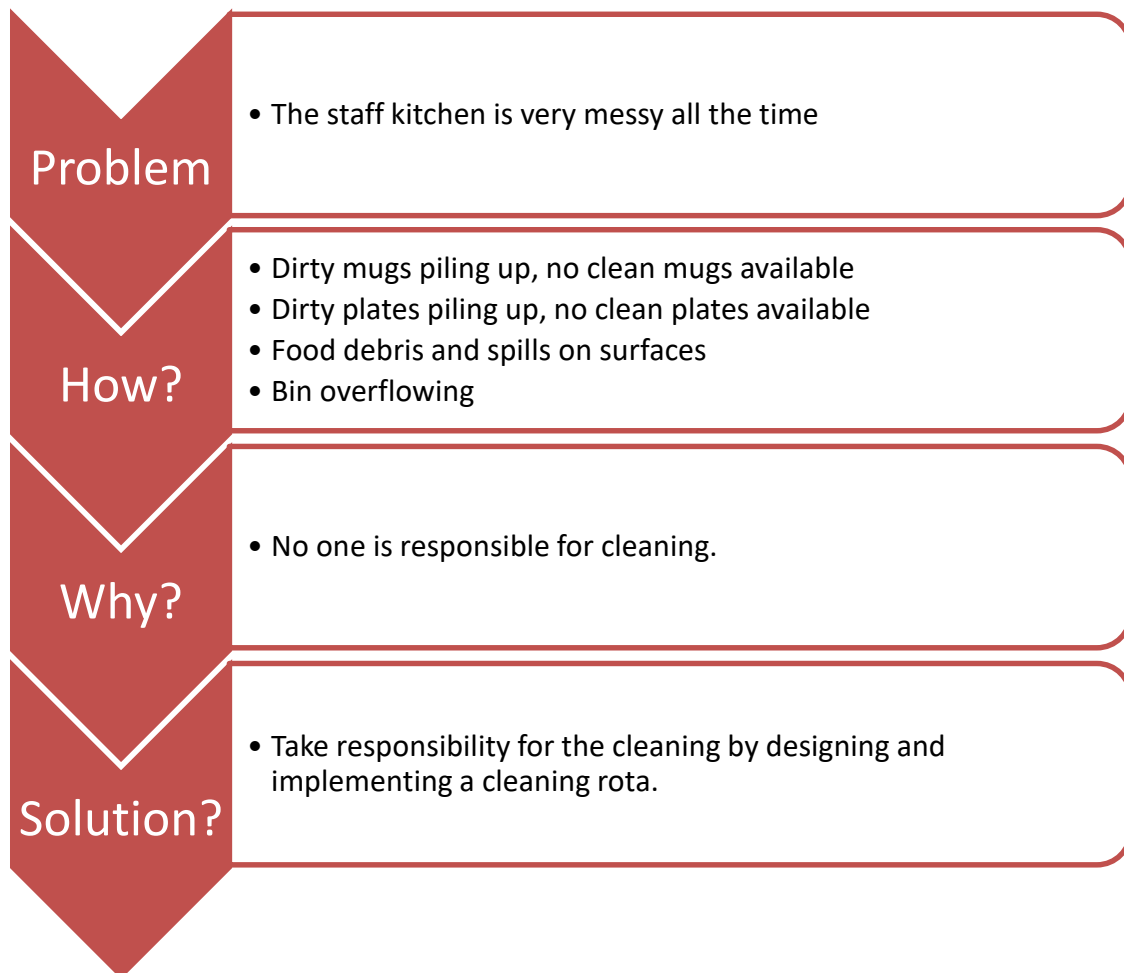
is a process you can follow the root cause of a problem is indeed the equation would mean identify the root cause It should be possible to

**Root cause analysis can be done in several ways, including:**

- Ishikawa / fish bone diagrams
- Tables
- Mind maps

- Flow charts
- No real format.

**Example root cause analysis:**



In the above example, you can trace the root cause of the problem to a lack of structure and responsibility. A rota system may be implemented and responsibility assigned to certain individuals on specific days. These individuals may be held accountable and the problem eradicated.

A root cause analysis can be applied to many different situations and scenarios. It can be very useful when it comes to the identification and resolution of problems.

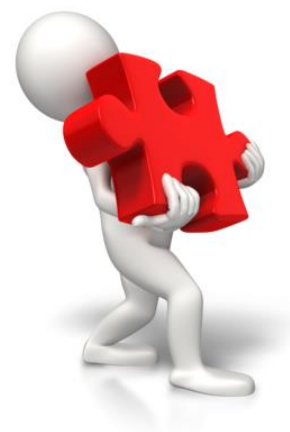
## Solving the problem

You or your colleagues should look into what you could do to help overcome problems and follow the correct procedure.

There may be different solutions depending on the situation.

### For example:

- Additional training
- Funding application
- Disciplinary action
- Counselling
- Conflict resolution.



All of these will have a process that you will need to follow to ensure that you resolve the problem fairly. There may also be legislation that dictates how you approach certain issues, such as disciplinary action procedures.

The Fair Work Act 2009 also has information on bullying and protects workers from unfair dismissal. Employees can lodge an application to stop bullying and for unfair dismissal with the fair work commission. Employers have the opportunity to respond to applications of dismissal and commissioners will decide if a jurisdiction hearing is necessary. Please go to <https://www.fwc.gov.au/resolving-issues-disputes-and-dismissals/respond-application> (Access date 19.09.16) for more information.

## Activity 1D



## 2. Establish systems to develop trust and confidence

- 2.1. Establish and/or implement policies to ensure that the organisation's cultural diversity and ethical values are adhered to
- 2.2. Gain and maintain the trust and confidence of colleagues and external contacts through professional conduct
- 2.3. Adjust own interpersonal communication styles to meet the organisation's cultural diversity and ethical environment and guide and support the work team in their personal adjustment process



## 2.1 – Establish and/or implement policies to ensure that the organisation's cultural diversity and ethical values are adhered to

By the end of this chapter, the learner should be able to:

- Provide a definition for cultural diversity
- Identify the difference between internal and external accountability
- Specify the policies and procedures in place within their organisation which aim to prevent bias behaviour.

### What is cultural diversity?

A culturally diverse organisation represents people from all aspects of society.

A diverse workforce will have employees from a wide range of backgrounds, including:

- People with disabilities
- Women
- Indigenous Australians
- International workers
- Mature workers
- Trainees
- People from different cultural backgrounds.



### Internal and external accountability requirements

It is important to establish accountability when establishing or implementing policies. Accountability is about responsibility and who is responsible for certain actions. Internal accountability is accountability within the organisation. It relates to the actions which may be taken to ensure that workers are accountable for their actions, e.g. how they develop procedures for improvements such as managing complaints. There should be a clear organisational structure with defined roles so that members understand who to contact about specific issues. External accountability helps ensure organisations are regulated and abide by standards, codes of practice, and best practice guidelines.

Organisations should have policies in place to ensure they are not biased in any way. These policies should aid under-represented people, ensuring that they feel comfortable at work, and have a fair chance of representation.

Policies and procedures may relate to:

- Legal duties, such as:
  - promoting equal opportunities
  - promoting good relations between different cultures
  - eradicating discrimination
- Other duties or principles:



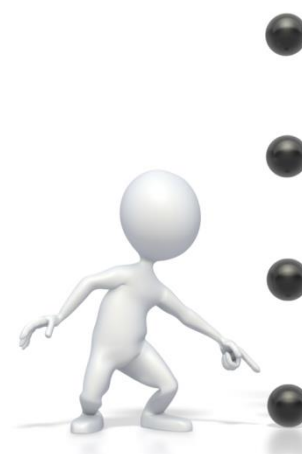
- educating staff so that they can respond to situations where cultural knowledge or sensitivity is required
- promoting cultural activities, e.g. celebrations
- providing cultural support services, where possible.

### **Best practice guidelines for recruiting**

There should be procedures in place for hiring staff that encourage applicants from culturally diverse backgrounds.

#### **Best practice guidelines for recruiting cover:**

- Developing selection criteria, for example:
  - ensuring there are no unjustifiable English language qualifications in criteria
- Advertising, using a wide range of media, such as:
  - ethnic media
  - community groups
  - trade journals
- Shortlisting, for example:
  - being consistent and ensuring you record your decision reasons for making it
- Application forms, for example:
  - not including unrelated or intrusive questions
- Testing, for example:
  - checking for bias and indirect discrimination, such as asking for qualifications that may discriminate against mature people or for experience from apprentices
- Interviewing, for example:
  - checking to see if interviewees need any special arrangements for the interview, e.g. translator or lift access
- Referee reports, for example:
  - creating a template for referees to ensure standardised questions



- Making the decision, for example:
  - using a ranking system for consistency and fairness
- Medical examinations, for example:
  - any examination should relate specifically to the job and examiners should be provided with a copy of the job description.

These guidelines can be found on the following website in more detail:

<https://www.humanrights.gov.au/best-practice-guidelines-recruitment-and-selection> (Access date 19.09.16).

Policies should be written in accordance with legislation for the protection of people and promotion of cultural diversity/ethical behaviour in organisations.

**It is a criminal offence to discriminate against people because of their sex, race, disability or age according to the following legislation:**

- Sex Discrimination Act 1984
- Racial Discrimination Act 1975
- Disability Discrimination Act 1992
- Age Discrimination Act 2004.



This legislation helps to manage effective workplace relationships by making your organisation a friendly, accepting, and inclusive place to work. The regulations imposed by this legislation ensure that all workers, no matter their background, culture, age, gender, or beliefs, can express themselves and offer their skills and knowledge to the organisation, without fear or reservation.

## Code of ethics

Different sectors will have different codes of ethics and professional conduct. You should ensure that you are familiar with these and can refer to them when you are unsure of your position.

Business ethics are the moral principles that govern an organisation for the assurance of corporate responsibility, quality assurance, and customer satisfaction. When combined, a code of conduct and business ethics define the morality of an organisation. They also set the standard for the behaviour and work ethic of members. All members of the organisation will be given equal opportunities and treated equally and fairly, regardless of any differences.

A code of conduct and business ethics policy will normally be a written document that can be easily accessed by all members of the organisation. It should form part of the induction process for all new employees and consulted by existing employees at regular intervals.

A code of conduct and business ethics policy must be enforced consistently if it is to have any effect or if is going to be valued by those it governs. If employees who breach the code are not dealt with accordingly then other employees will have no faith in the system. This may lead to more unethical behaviour. It is particularly important to ensure unethical behaviour is addressed and dealt with appropriately.

## Activity 2A



## 2.2 – Gain and maintain the trust and confidence of colleagues and external contacts through professional conduct

By the end of this chapter, the learner should be able to:

- Provide a definition for a 'professional code of conduct'
- Identify how you can demonstrate a range of professional behaviours.

### Gaining trust and confidence

The establishment of rapport and positive relationships are essential aspects of team building. Employees should feel valued and have trust you can help to improve their performance.

To establish rapport:

- Try and find something you have in common
- Use positive, confident and co-operative language
- Be interested in what people are saying and ask questions to demonstrate this
- Interpret non-verbal and verbal messages and react accordingly or mirror their body language
- Consider your use of verbal and non-verbal language – try to be accommodating and adapt your style
- Be aware of cultural differences:
  - different cultures and communities have different euphemisms and accents, which you should bear in mind when speaking
  - English may be a second language
  - some words, terms, and phrases may be considered offensive.



### Professional behaviour

A professional code of conduct is a document laid out by an organisation or professional body in which expectations for behaviour, responsibilities, and actions of members are clearly stated. It provides a professional framework for workers incorporates positive values and attitudes.

Professional behaviour could include demonstrating the following:

- Respect, for example:
  - respect confidentiality and privacy, e.g. of personal details
  - do not harass, discriminate, or use offensive language
  - respect and tolerate cultural and individual differences

- Integrity, for example:
  - acknowledge mistakes
  - do not mislead people on purpose
  - do not abuse privileges, e.g. use telephone for personal calls
- Honesty, for example:
  - do not plagiarise
  - be truthful in all aspects of communication
  - keep accurate records
- Conscientious, for example:
  - ensure you fulfil responsibilities to the best of your ability
  - help teach others or offer advice and support
  - make an effort to learn from your experience
  - commit time to learning and professional development
- Limitation awareness, for example:
  - do not attempt tasks that you are not confident with
  - ask for help when needed
- Avoiding conflict of interest, for example:
  - disclosing financial interest that could impact on your decisions, e.g. if you have shares in a company
  - disclosing personal relationships that could impact on your decisions, e.g. in an interview process
- Responsibility for others, for example:
  - help impaired staff or those who need additional support
  - report serious breaches of conduct
  - express disagreement or take disciplinary action against less serious cases/breaches
- Cooperation, for example:
  - dress appropriately
  - answer questions from colleagues in as much depth as needed.



## Activity 2B



## 2.3 – Adjust own interpersonal communication styles to meet the organisation's cultural diversity and ethical environment and guide and support the work team in their personal adjustment process

By the end of this chapter, the learner should be able to:

- Complete a given table to demonstrate their knowledge of different styles of communication
- Identify three ways in which they can support team members to identify their own communication styles and the styles of other people around them, including those of different cultures.

### Adjusting communication styles

Interpersonal skills relate to the art of communicating effectively with different people. If you have good interpersonal skills then you should be able to talk with ease to a variety of people with differing backgrounds and at a wide range of levels. Your communication will be confident, eloquent, and adaptable.

Each individual is different and you may have to be a chameleon when it comes to communicating. Altering your style of communication to mirror that of the person you are talking to is a good way to build a relationship.

For example, there may be cultural differences in meaning associated with:

- Pauses
- Gestures
- Bargaining
- Eye contact
- Length of response
- Pitch and tone of voice.



## Models of communication

The following table looks at communication by splitting it into three categories – passive, assertive, and aggressive:

	Passive	Assertive	Aggressive
<b>Characteristics</b>	Compliant Refrains from talking Puts themselves down Praises others	Polite Clear communication Balanced Respectful	Sarcastic Superior Interrupts Critical
<b>Believes</b>	Other people are more important	Both parties are equal	They are more important than others
<b>Body language</b>	Refrains from eye contact Stooping or fidgety Tight and clammy	Friendly eye contact Relaxed and open Makes appropriate hand gestures	Staring with narrow eyes Stands tall, head up and hands on hips Points fingers or clenches fists
<b>Consequences</b>	Gives in to other people Miserable	Builds good relationships with others and is happy to compromise	Upsets themselves and other people and feels angry

As a conscientious communicator you should alter your style to the preferred assertive type or to suit conditions. It is always a good idea to personalise your communication and try to relate to people, either on a personal level, or business level.

Another model of communication splits communicators into four types that work in business scenarios.

The four types are:

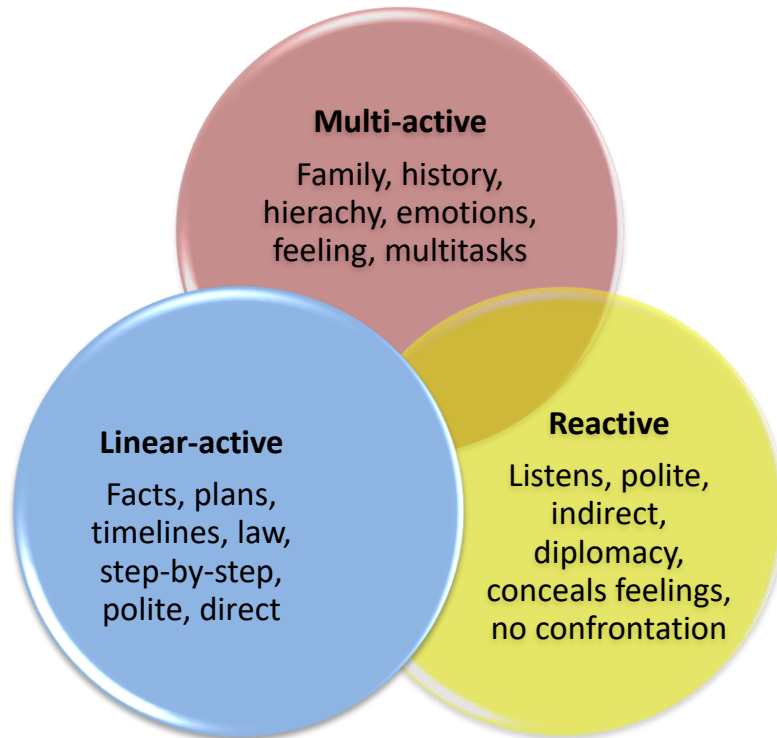
- **Controller** – they like the task/fact oriented and want information that is to the point
- **Promoter** – they are sociable and expect a get-to-know-you conversation before getting down to business
- **Supporter** – they like to hear new ideas, are patient, balanced and adjust well to change
- **Analyser** – they like to hear every detail before making a decision, enjoy debating, and like to see charts and graphs with in-depth explanations.



## The Lewis model of cultural types

Different cultures attach varying meaning to language; both verbal and non-verbal. You will need to be aware of the language styles and meanings behind things like gestures.

The Lewis model represents nations on a scale of business types:



## Supporting the work team

You may help team members to identify communication styles during a workshop or training day. This might provide the opportunity to teach team members about the characteristics of different communication styles and the models of communication employed by various cultures. It will also encourage them to open their minds to the various possibilities and situations. This will help employees to see past their expectations of certain groups, and see everyone as individuals. They should also consider cultural differences in the workplace.

### You can support team members in the following ways:

- Conducting a workshop or training day – these could involve practicing communicating with each other in role play scenarios
- Creating a questionnaire that helps team members identify their communication style
- Getting team members to think about positive and negative communication
- Brainstorming opportunities for improving communication procedures
- Conducting one-to-one sessions for team members who need to discuss cultural issues further.



## Activity 2C



### 3. Manage the development and maintenance of networks and relationships

- 3.1. Use networks to build workplace relationships providing identifiable outcomes for the team and the organisation
- 3.2. Conduct ongoing planning to ensure that effective internal and external workplace relationships are developed and maintained



### 3.1 – Use networks to build workplace relationships providing identifiable outcomes for the team and the organisation

By the end of this chapter, the learner should be able to:

- Explain what networking is
- List three benefits of networking
- Identify three methods they can use to help staff members to begin networking.

#### What is networking?

Networking is used by organisations for the development of industry contacts. Face-to-face networking involves gatherings of people or organised meetings. However, there are other networking options.

For example:

- Business networking websites
- Phone
- Email.

The establishment of connections and mutually beneficial relationships should be helpful both for you and your organisation. It is common to use networking as part of a marketing strategy for access to an ever increasing pool of clients and knowledge.

Networking may help you to:

- Learn more about your industry
- Provide career opportunities
- Build business contacts
- Develop mutually rewarding relationships
- Gain access to knowledge
- Make people feel part of a community.



## Helping staff to network

Some members of the team may not be familiar with networking and what can be achieved by it. You should try to encourage and support them in their efforts.

### Help staff to start networking by:

- Providing a short course or workshop
- Providing mentors for staff members
- Using role-play to develop confidence in face-to-face networking
- Giving a presentation on the benefits of networking
- Hosting a networking event
- Giving team members a factsheet with helpful places to start; such as a list of websites that they can join.

## Tips for networking

### Introductions

It is important that you make a positive first impression when networking. You should look people in the eye, smile, and introduce yourself politely. Body language is important and you should try to keep it 'open'; standing with your feet slightly apart and palms facing out.

Your ability to listen is also important and immediately tells the speaker that you are interested in what they have to say. You should give a variety of verbal and non-verbal feedback to show that you are taking an active interest. Try to be positive and assertive with your comments.

### Tips for developing working relationships through networking include:

- Prepare conversation starters, for example:
  - 'how did you get into this field/industry?'
  - 'what made you want to be a ...?'
  - 'what are the major issues in your area at the moment?'
  - 'in which ways would you like to promote your business?'
  - 'what are the most useful contacts for you?'
- Using interpersonal style and skills
- Being culturally and socially sensitive
- Engage in small talk
- Try to remember people's names
- Ask thought-provoking questions that will encourage light debate
- Politely interrupt a group by joining their conversation at an appropriate pause
- At the end of an introduction give out a business card/ask for a card



- Follow up with an email, call, or note.

You can use your organisation's work systems, policies, and procedures to guide you in networking with others. Consulting policy and procedure documents will provide you with a set of best practices for networking with others and building effective working relationships.

### **Maintaining the relationship**

It is important to think about ways of maintaining relationships subsequent to introductions and the exchange of business cards. It is no good to simply create a list of contacts that you do not engage with. You need to try and sustain the relationship if you want to be remembered. This takes time, tact, and tenacity.

#### **Ideas include:**

- Give praise if they achieve something – send congratulations
- Recognise other dates, e.g. birthday, anniversary etc.
- Invite to lunches or events
- Remember their names
- Get up-to-date with trends in your industry and use as a topic of conversation
- Connect other people
- Start a newsletter
- Offer to help at networking events.



### Activity 3A





## 3.2 – Conduct ongoing planning to ensure that effective internal and external workplace relationships are developed and maintained

By the end of this chapter, the learner should be able to:

- Identify what an objective is and how they should be presented
- Explain what targets are
- Identify how they can develop and maintain internal relationships
- Identify how they can develop and maintain external relationships.

### Conducting ongoing planning

Ongoing planning can ensure that you are meeting your objectives. You should make it a priority to continuously monitor your plan; ensuring that you are on track and can make the most of business opportunities.

The first questions to ask are:

- What are your objectives?
- Do you have any targets you need to consider as part of these objectives?
- What are your priority areas?
- How are you measuring effective workplace relationships?
- What are the methods used to develop and maintain workplace relationships?

### Objectives

An objective is an aim or goal which should be achieved upon implementation of the plan. You may have more than one objective.

Objectives should be SMART:

- Specific
- Measurable
- Achievable
- Relevant
- Timed.



Objectives will be written in statement form and be specific to the aims of the plan. They should be well-considered and not ambiguous. It is important that you are able to make conclusions and evaluations for the purpose of determining the success of the plan. Objectives should lead to outcomes. For example, introduce yourself to five new people and get their contact details at this month's networking event.

### Targets

Targets can help you achieve objectives. You might, for example, have an objective for your organisation that can be fulfilled through individual daily or weekly targets set for departments.

### **Priority areas**

This will involve assessing staff competencies with regards to the development and maintenance of relationships. You should use data collected from managers, e.g. through feedback, questionnaires, performance reviews, and self-assessments. If you refer to these sources, then you may discover details of employee successes or and relationships.

For example, you may find that a staff member is struggling to make connections because they have under-developed communication skills. You may learn that they have no problem finding contacts and introducing themselves. However, they struggle when it comes to the maintenance of relationships. These types of problems can be resolved through additional training and support. They should be made a priority.

### **How are you measuring effective relationships?**

This depends upon which criteria you are referring to when you say 'effective'. An effective relationship may mean one that results in a successful exchange of knowledge, new contacts, partnerships between organisations, or job opportunities. Alternatively, it could refer to relationships that you are able to maintain for a period of time. You should be clear about what you mean by an effective relationship.

### **Methods used to develop and maintain relationships**

There are a variety of methods that you can use to develop and maintain relationships. Some of these will be more appropriate for internal relationships and others for external relationships.

#### **Internal:**

- Regular meetings e.g. daily, weekly
- Team building exercises
- Conferences
- Social media/business network sites
- Announcements
- Newsletters
- Staff email
- Events, for example:
  - parties
  - award ceremonies
  - lunches



- Activity days, for example:
  - volunteering in the community
  - charity days
  - casual dress days.

**External:**

- Networking events
- Trade shows
- Functions, e.g. charity functions
- Conferences
- Business networking sites
- Lunch meetings
- Email
- Telephone.

**Tools to help you plan**

You will need to keep track of your workforce and their networking opportunities. You will need to plan events, conferences, and other one-off days around your regular meetings and get-togethers. You may require a variety of tools to help you manage time and remind staff of upcoming activities/opportunities.

**You may use the following tools for planning:**

- Calendars
- Schedules of events
- Timeline
- Diaries (electronic or paper)
- Spreadsheets
- Charts.



### Activity 3B



## 4. Manage difficulties to achieve positive outcomes

- 4.1. Develop and/or implement strategies to ensure that difficulties in workplace relationships are identified and resolved
- 4.2. Establish processes and systems to ensure that conflict is identified and managed constructively in accordance with the organisation's policies and procedures
- 4.3. Provide guidance, counselling and support to assist co-workers in resolving their work difficulties
- 4.4. Develop and implement an action plan to address any identified difficulties



## 4.1 – Develop and/or implement strategies to ensure that difficulties in workplace relationships are identified and resolved

By the end of this chapter, the learner should be able to:

- Identify evidence which can be collected to ascertain whether there are any workplace difficulties
- Provide a description of the following training methods:
  - team building activities
  - action learning sets
  - coaching and mentoring.

### Assessing potential difficulties

It would be a good idea to assess whether there are likely to be difficulties that could have an impact on work as it progresses. You should hold meetings with groups and individuals to gauge happiness in relation to their roles and the working environment.

Difficulties may be identified in the following ways:

- Management observation
- Performance documents
- Complaints forms
- Disciplinary forms
- Feedback and references
- Attendance and quality of work.



This, together with feedback from the team member in question, will help to identify potential difficulties or conflict.

### Resolving issues

It is important that you have a variety of options when it comes to the discussion and resolution of workplace problems. It is essential to discuss issues affecting workplace relationships.

You can do this by providing the following opportunities for discussion and feedback:

- Meetings – involve a group of people who come together to discuss their progress, solve issues, and present information
- One-to-one sessions – involve two people conversing about elements of work, one of whom is in a more senior role than the other, giving guidance and advice

- Drop-in sessions – involve one or more people who are seeking support or advice in having a quick word with a manager
  - there is usually a set time for drop-in sessions, such as thirty minutes set aside once a week for answering questions or discussing issues
- Brainstorming – a creative process involving a group of people who come together to share their ideas come up with potential solutions to problems
- Suggestion boxes – can provide an opportunity for staff to anonymously confront problems or issues.

Additional communication training may be required for team members who could improve their communication. This may reduce the risk of misunderstandings and workplace conflicts.

You could give out fact sheets on communicating with clarity or organise team building exercises and other training.

## Ongoing development and training

You should identify, plan, and implement ongoing development and training of project team members in the aiming of supporting personnel and project performance. There should be improvements if you identify areas where additional help is required and provide ongoing support.

### Types of training include:

- Action learning sets
- Coaching and mentoring
- Team building
- On-job training
- External training
- Self-directed learning.



You may be able to give the individual(s) concerned a choice of development opportunities so that they can decide which best suits them. Alternatively, it may be necessary for you to choose the best method to suit the time and budget of the organisation.

### Team building activities

Team building and group activities can help to create bonds between team members and reduce hostility. They can also help team members develop a skill, such as problem solving, and improve relationships for greater motivation and adaptability. Team building activities can be performed internally or externally. They may be as simple as small group exercises held in a conference room, or extend to adventurous outdoor pursuits. To be most effective they should be held regularly, e.g. weekly/monthly.

### Action learning sets

An action learning set is a small group of peers who come together with a learning facilitator for the discussion of work issues. The group will meet a few times a year and get the chance to report on various issues. After reporting back to the team the other members will get a chance to ask questions to open up the problem or situation and help to analyse it. Each member then gets the chance to discuss what they have learned from the session. The members take what they have learned and apply it to the workplace.

### **Coaching and mentoring**

Coaching and mentoring can overlap. Coaching involves creating an optimum environment for learners to perform to the best of their abilities. It allows the learner to dissect a situation and discover their own solutions. A coach does not necessarily have to be in a similar role to that of the learner, although they may well be. Mentoring involves regular contact with a person in a similar or higher position. The learner will be able to draw on the experience of the mentor to help them handle issues that arise in the workplace.

#### **Tips for verbal communication:**

- Using active listening techniques, e.g. clarifying by summarising
- Controlling your tone of voice and body language, e.g. remaining calm and demonstrating understanding by:
  - talking slowly
  - looking interested by maintaining eye-contact and an expression of concern
  - not folding arms
- Interpreting non-verbal and verbal messages, e.g. resistance
- Using appropriate language; verbal or non-verbal – try to be accommodating and adapt your style
- Questioning to clarify and confirm understanding
- Using language and concepts appropriate to cultural differences:
  - different cultures and communities have different euphemisms and accents, which you should bear in mind when speaking
  - English can potentially be a second language
  - some words, terms, and phrases may be considered offensive
- Using positive, confident, and co-operative language.



#### **Tips for written communication:**

- Understand the purpose of your communication
- Know your audience and their level of understanding/expertise



- Structure your writing
  - beginning/introduction
  - middle/main body
  - end/summary/sign off
- Different formats and their traits
  - letters
  - presentations
  - emails
- Choose the correct level of formality.



## Activity 4A



## 4.2 – Establish processes and systems to ensure that conflict is identified and managed constructively in accordance with the organisation's policies and procedures

By the end of this chapter, the learner should be able to:

- Give a brief description of three different types of conflict
- Identify three general principles for managing conflict.

### Identifying conflict

It is quite likely that conflicts will be encountered when working as part of a team. You should aim to identify these as early as possible and ensure that they have minimal impact on the goals of the team and morale.

**Conflicts occur for a variety of reasons, including:**

- Clashes of personality
- Differing opinions
- Claims to authority.

### Inter-project and intra-project resource conflict

Inter-group conflict is conflict arising between two or more groups, whereas intra-group conflict is a conflict that arises between individuals.

**Types of conflict include:**

- **Superiority** – can occur when a team member or group thinks that they have superior qualifications, ability, or experience
- **Vulnerability** – this is where team members fear for their future for various reasons, including poor resource management
- **Task conflicts** – can occur when people have different opinions projects
- **Personal conflicts** – can occur when people's personalities clash and can result in negative emotional responses, e.g. shouting/arguing
- **Knowledge sharing conflicts** – can be a result of other types of conflict, such as superiority or personal conflict. May also be a result of poor communication and knowledge transfer between team members.



## Managing conflict

There are a range of principles which should be applied when dealing with conflict in the workplace. These may be referred to in your organisation's dispute-resolution procedures.

### General principles for managing conflict include:

- Getting the parties together to talk about their issues
- Listening to both parties to understand what has caused the dispute
- Treating each party equally and remaining impartial
- Presenting each view point and talking through the conflict with each party, acting as a moderator for the conversation
- Documenting discussions and following formal procedure for disputes (these may include disciplinary action if serious).

## Dispute resolution

Serious conflicts should be resolved according to the dispute resolution processes that are in place at your organisation.

### Dispute-resolution processes may include:

- Documented organisational policies and procedures
- Industry agreements
- Relevant legislation and regulations, such as discrimination legislation procedures.



## Bullying in the workplace

Any discrimination should be treated very seriously, as should workplace bullying. There is no specific legislation relating to bullying in the workplace (it is not unlawful unless people are discriminating against others on grounds of sex, race, disability or age). However, employers have a duty to reduce the likelihood of bullying as it affects an employee's state of physical or mental health under workplace health and safety legislation. For more information on bullying, go to: <https://www.humanrights.gov.au/workplace-bullying-violence-harassment-and-bullying-fact-sheet> (Access date 19.09.16).

The Fair Work Act 2009 also has information on bullying and protects workers from unfair dismissal. Employees can lodge an application to stop bullying and for unfair dismissal with the fair work commission. Employers have the opportunity to respond to applications of dismissal and commissioners will decide if a jurisdiction hearing is necessary. Please go to <https://www.fwc.gov.au/resolving-issues-disputes-and-dismissals/respond-application> (Access date 19.09.16) for more information.

## Activity 4B



### 4.3 – Provide guidance, counselling and support to assist co-workers in resolving their work difficulties

By the end of this chapter, the learner should be able to:

- Identify what counselling involves
- List two areas which counselling can help with
- Determine three preventative measures which an organisation could offer to tackle different areas
- Explain what is meant by confidentiality and how it applies to providing support to team members.

#### Providing guidance

It will be essential to demonstrate excellent leadership skills when providing guidance for your team members.

**Leadership skills include:**

- Ability to inspire
- Expertise
- Confidence
- Empathy.

You should aim to be as approachable as possible, make time for people, learn their names, and engage with them regularly for the establishment of trust. The team member should be prepared to share information with you.

**Team members may have the following difficulties:**

- Illness
- Lack of skills or resources
- Motivation
- Lack of communication
- Time restraints
- Conflict
- Diversion, such as being asked to do something else mid-task.



#### Counselling

Counselling involves one-on-one discussions with a professional to help a person overcome personal problems that are impacting on their work. Counselling is offered by employers to help prevent personal problems from becoming a disciplinary issue. However, people are sometimes referred to counsellors as part of disciplinary action.

**Counsellors can help with:**

- Stress
- Bullying
- Depression
- Alcohol or drug abuse.

Employers should promote healthy living and work practices. These may include access to a gym, healthy eating options in the cafeteria, relaxation classes, and ergonomic solutions.

**Confidentiality**

Personal information should be protected and only disclosed professionally. The only situation where this private information can be disclosed is when there is a serious threat or risk of injury to the individual or others. The individual may choose to disclose their information. However, it has to be their choice.

**Organisation policy on confidentiality may relate to:**

- Access to records
- Carriage and storage of records
- Collection and use of client's personal and health information
- Destruction of records
- Release of information.

**Ways to ensure confidential information is kept safe include:**

- Keeping it in locked filing cabinets
- Keeping it away from unauthorised people
- Keeping it in locked rooms
- Having it password protected on computers
- Refraining from naming clients in public discussion
- Discussing things in soundproof rooms.





## Activity 4C



## 4.4 – Develop and implement an action plan to address any identified difficulties

By the end of this chapter, the learner should be able to:

- Explain what an action plan is
- Complete a table in order to ensure that an objective is specific, measurable, attainable, relevant and time-based.

### Developing an action plan

Your action plan should define your overall objective and state how you intend on achieving it. An action plan helps you to ensure that you have covered everything for a firm idea of what needs to be achieved and how you can put it into practice through step-by-step instructions.

Planning can result in the achievement of various objectives. Action plans save time in the long run as you just have to follow the steps instead of stopping at each stage to think about the next problem.

The plan should be:

- Specific
- Measurable
- Attainable
- Relevant
- Time-based.



Goals					
Objective	Specific	Measurable	Attainable	Relevant	Time-based
What you want to achieve	What? Why? When? Where? Who?	How much? How many? How often?	Can you realistically achieve it?	Does it relate to what you want to achieve now?	By when?
Example					
Overcome mild depression	Finish a course of counselling, to help overcome depression and improve my work	Once a week, for an hour	Yes, the counselling office is located at work and the session starts after work every Thursday.	It is focused on why I am low and how it is impacting on my work and home life.	The course finishes in twelve weeks and after this period I will be reassessed.

Your action plan may include the following details:

- Milestones
- Timelines
- Costing for each tactic
- Priorities
- People responsible.

## Milestones

Milestones are significant points of reference and occur after a certain number of tasks have been completed.

### Responsibility for milestones

You should also think about the responsibilities surrounding different milestones.

#### Questions to consider include:

- What should each team or team member be doing at the point of milestone achievement?
- Do you know each individual responsible for the tasks leading to a complete milestone?  
(And if not, can you find out?)
- What are the procedures for this?
- What does the milestone mean for the end goal?
- Who is accountable for the milestone?

## Timelines

You may have timelines for the tasks, a completion date for each milestone, and also the end goal. Timelines are really useful for visualising the information and putting it into context. They enable you to see where you are and what you should have already completed. You should also be able to identify follow-up steps. This is much better than a simple list of dates and makes it more difficult to miss things.

Here is a simplified version of a timeline:



## Costing

The costing will depend largely on what it is you are aiming to achieve. It should incorporate all the individual expenses involved in achieving your goal. Examples include staff training, the use of counselling, and other dispute resolution services. Time should also play a part, as wages are one of the major costs which should be taken into account.

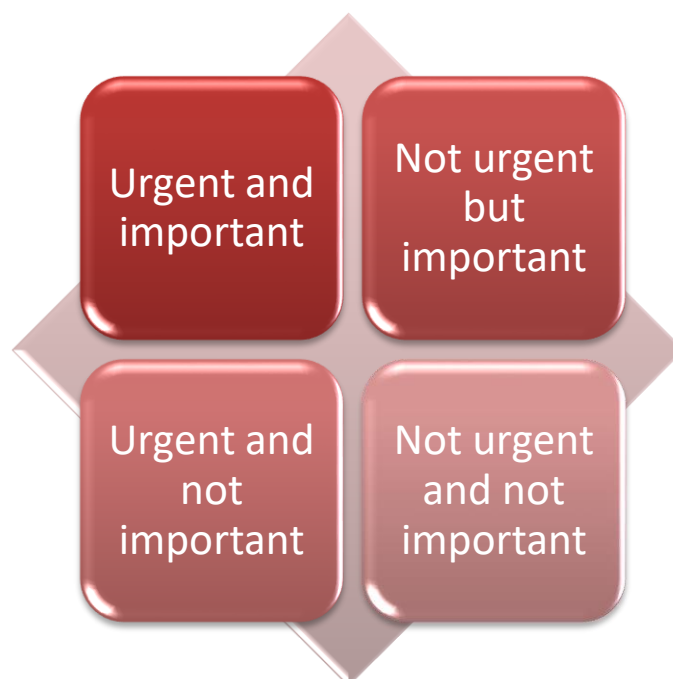
### Other costing matters to consider include:

- How long will the objective take to achieve?
- How many people will you need to achieve it?
- Which additional resources will you need?
  - external consultants
  - materials
  - software
- What level staff will you need?

## Priorities

A commonly used time management technique is to divide your priorities into categories relating to their urgency and importance.

### Consider Eisenhower's urgent vs. important principle:



You will need to understand the difference between urgent and important in order to divide your priorities into categories. Urgent tasks are those which if not done immediately will have immediate consequences. Important tasks are those that lead to the achievement of personal or professional objectives.

### From the above matrix you can see that the order of priorities is as follows:

1. Urgent and important tasks (for example, crisis situations or important deadlines)

2. Not urgent but important (for example, relationship building or professional development)
3. Urgent and not important (for example, interruptions to other tasks, such as unimportant emails or telephone calls)
4. Not urgent and not important (for example, junk mail or gossip).

### People responsible

You should plan who you will need to assist for achievement of the goal, how many people will be required, and the necessary level of expertise.

You should consider the responsibility each person involved in achievement of the goal. You are advised to use a RACI (Responsible, Accountable, Consult, and Inform) chart. This will help you to see the different relationships between individuals in relation to project tasks.

Here is an example RACI:

RACI Chart	Team member				
Activity	Tom	Chloe	Vicky	Emily	Hilary
Create plan	I	I	I	R	A
Research external resources	C	C	R	A	I
Submit change request	C	R	R	A	I
Review	R	I	I	C	A

#### Key:

Responsible = R

Accountable = A

Consult = C

Inform = I

Your action plan should now be ready for implementation. You will need to consult it regularly to monitor your progress and achievement.

## Activity 4D



## Summative Assessments

At the end of your Learner Workbook, you will find the Summative Assessments.

This includes:

- Skills assessment
- Knowledge assessment
- Performance assessment.

This holistically assesses your understanding and application of the skills, knowledge and performance requirements for this unit. Once this is completed, you will have finished this unit and be ready to move onto the next one – well done!



## References

*These suggested references are for further reading and do not necessarily represent the contents of this unit.*

### Websites

**The Fair Work Act 2009:**

<https://www.fwc.gov.au/resolving-issues-disputes-and-dismissals/respond-application>

**Best practice guidelines for recruiting:**

<https://www.humanrights.gov.au/best-practice-guidelines-recruitment-and-selection>

**Workplace discrimination, harassment and bullying:**

<https://www.humanrights.gov.au/employers/good-practice-good-business-factsheets/workplace-discrimination-harassment-and-bullying>

**Workplace bullying: violence, harassment and bullying fact sheet:**

<https://www.humanrights.gov.au/workplace-bullying-violence-harassment-and-bullying-fact-sheet>

*All references accessed on and correct as of 19/09/2016, unless otherwise stated.*