Culture, Communication and Relationships at Work

FACILITATOR GUIDE
For Care and Support Workers

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INTRODUCTION

The Culture, Communication and Relationships at Work project, funded by the Government of Western Australia through a Social Innovation Grant, was awarded to Brightwater Care Group in partnership with Juniper - a Uniting Church Community. The project has produced a training program consisting of 12 modules which address cross-cultural communication and relationship issues for the aged and disability care sector. The workforce in this sector is becoming increasingly culturally diverse – hence the need for such a program.

The target groups for this training are care/support workers and their supervisors working in aged and disability care residential facilities. The training materials however may also be adapted for other community sector care/support workers and their supervisors. Program delivery to these two groups should be conducted separately (i.e. separate sessions for each group) with program materials being customised to suit the needs of each group.

A Facilitator’s Guide for each group has been developed and provides important information which will assist facilitators to deliver the program effectively. Please study it carefully before commencing delivery.

It is also particularly important that you form an effective working relationship with the site manager at the facility at which you are delivering the program. Please make sure that you have their phone number (including mobile) and e-mail contact details and that they have your contact details. Effective communication and liaison at the local site level will ensure that appropriate resources are available at site to support the delivery of the program and enable a prompt response to any issues arising from the delivery.

Your participation in delivering this program is welcomed. We hope it proves to be a professionally and personally rewarding experience for you, as well as for the participants. Enjoy!
ACKNOWLEDGEMENTS

The Culture, Communication and Relationships at Work project was funded by the Government of Western Australia through a Social Innovation Grant that was awarded to Brightwater Care Group, in partnership with Juniper – A Uniting Church Community.

The Project Management Team would like to acknowledge all who have contributed to this project for their professionalism, support and dedication to the task.

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**Fortis Consulting Team**

The Fortis Consulting team who worked on the project consisted of:

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**Residential Care Site Managers**

The following Managers provided workplace specific knowledge and hosted the pilot training program:

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Chaired by Laurie Burns, General Manager, People Services of Brightwater Care Group, the following provided invaluable guidance for the overall project and key connections to the community and training sectors:

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Therese De Luce  Brightwater Care Group
Margaret Antonucci  Juniper – A Uniting Church Community
David Rogers  National Disability Services
Ian Andrews  Community Services, Health and Education Training Council Inc.
Irena Cattalini  WACOSS
Raelene Sifford  Juniper Central
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Jane McKinley  Carers WA
Eva Mwakichako  ILC Multicultural Aged Care Services
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Expert Reference Group:
The following provided subject matter expertise and feedback in developing the facilitator and learner materials:

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Aldo Gurgone  William Street Family Therapy Centre
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Susan Walshe  Central Institute of Technology
Margaret McHugh  Department of Training and Workforce Development
Mike Jones  Fortis Consulting
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Margaret Antonucci  Juniper - A Uniting Church Community
Melissa Jones  Juniper – A Uniting Church Community
Therese De Luce  Brightwater Care Group

West One Team:
The West One team lead by Michael O’Brien with Russell Brown (AV Producer) engaging the actors and filming the DVD scenarios.

Brightwater Care Group and Juniper a Uniting Church Community Staff
Thank you to all staff who were involved with the focus groups, completed the surveys and participated in the pilot training program. Your contribution has been invaluable to the success of this project.
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Facilitator Skills and Attributes

This being a facilitator intensive program, successful delivery is very heavily reliant on the skills, practice, personal qualities and attitudes of facilitators. Put simply, facilitators will need to have a strong commitment to a participatory, learner-centred way of delivering and a responsiveness towards and respect for people from other cultures. Experience gained from the pilot program in 2012 suggested that persons from social work, teaching English as a second language (TESL) or psychology/counselling backgrounds are likely to possess the required skills and attributes to effectively facilitate the program. This, of course, does not preclude persons from other backgrounds from facilitating the program.

Facilitators need to be able to form effective working relationships with a variety of people at the residential site including care/support worker participants, supervisor participants and the site manager. A high level of awareness and empathy towards cross-cultural issues is taken as a given and the ability to think on one’s feet and adapt is vital given this is an experiential program. The facilitator skills and attributes essential for effective delivery of this program can be summarised as follows:

1. Demonstrated, successful experience in the delivery of cross-cultural awareness type training in workplace settings.
2. Experience in managing potentially complex and volatile situations arising from the delivery of cross cultural skills training, or similar, in workplace environments.
3. Ability to liaise effectively with people of varied ethnicity performing a range of work roles in workplaces i.e. workers, line supervisors, middle management, upper management, professional workers.
4. Ability to contextualise pre-prepared learning materials to better meet work/site related requirements.
5. Ability to facilitate (rather than train) in experiential programs.
6. Ability to work in an environment that is quite variable and where the qualities of adaptability, versatility, responsiveness and reflection are necessary.
7. Ability to provide evaluative feedback based on delivery experience to relevant people in the organisation.

Target Participants

There are two sets of target groups identified for this training program. They are:

- Supervisors
- Care and Support Workers
Session Structure

The program is made up of 12 modules of 1.5 hours duration. The training material is designed to meet the different needs of supervisors and care/support workers. Therefore the Facilitator Guides provides scenarios and situations specific to each group.

The modules are as follows:

- Module 1 - Our Workplace
- Module 2 - Who Am I?
- Module 3 - My Emotions and Me
- Module 4 - Working With Each Other
- Module 5 - What Does Our Workplace Look Like Now?
- Module 6 - Multicultural Me
- Module 7 - Beyond Words
- Module 8 - Listen to Hear
- Module 9 - Do It, Do It Right, Do It Right Now
- Module 10 - Embrace the Unknown
- Module 11 - Look Beyond the Problem
- Module 12 - We Can Do It!
Cultural Awareness

It needs to be stressed throughout the workshops that the material delivered does not include specific ethnic and cultural positions, therefore participants should be encouraged to seek guidance from appropriate organisational leaders to ensure that their practice is culturally appropriate and responsive to the cultural needs of the people they work with and care for.

Evaluation

It is recommended that facilitators implement a number of evaluation processes, for example:

- Using a evaluation form following each session delivered to monitor participants reactions. See Attachment H of the Organisational Guidelines
- Conducting a pre and post program survey to evaluate overall impact of the program which can be utilised to provide feedback to the organisation’s management. See Attachments I and J of the Organisational Guidelines for example of pre and post survey conducted during the pilot stage of this program.

Glossary

Example of how to read the references to hand-outs, power points, facilitator resources and materials:

| WB 1.1 | WB = Workbook Hand-out; I = Module Number; .1 = Hand-out Number (hand-outs are in the participant workbook) |
| FR = Facilitator Resource | C = Cards | R = Reading | PPT = PowerPoint | M = Materials |
| WB = Workbook Hand-out | P = Poster | WC = Wall Chart | D = DVD / V – Video | H = Hand-out |

Standard Equipment Required

- Desktop/laptop computer
- Data projector
- Whiteboard
- DVD player and TV or laptop that is DVD compatible
- Sound System

Facilitators can access a separate list showing all equipment/resources required. Please refer to Attachment A of the Organisational Guidelines for a copy of this list.
Facilitator Guide For Care and Support Workers - Culture, Communication and Relationships at Work

July 2013

Resource Checklist

The facilitator will need to develop a resource pack that includes all the required resources for each of the 12 modules. This includes:

- PowerPoint Slides / DVDs / Video clips / Resource cards.
- Workbook for participants (including reference material that will be used or referred to during the presentation).
- Materials required for any activities such as paper and pens.
- Whiteboard markers, spare pens etc.

Environment

Given the intent of the program it is vital to create a welcoming atmosphere. To create a warm and friendly ambience as people enter music can be playing in the background, name tags should be made available and facilitators should greet participants as they arrive. Encourage participants to introduce themselves to each other as they enter.

Room Arrangement - The best arrangement is a circle or semicircle of chairs with a minimum of tables between presenters and participants. This allows for good interaction with participants.

The facilities available at each delivery site may present some constraints in terms of delivery environment and will have to be worked around as best as possible. You could, perhaps, involve the site manager and participants in setting up the delivery room/venue to achieve the best possible delivery environment.

Preparation for Facilitation

The Facilitator Guide is written to provide structured guidelines relating to the Culture, Communication and Relationships at Work training program. Facilitators are expected to research the topics to enhance their delivery – links to supporting information have been provided in each module of the Facilitators Guide. Facilitators are encouraged to include appropriate local knowledge and up-to-date statistics where appropriate.

Time needs to be managed throughout the course, and facilitators will have to be flexible and make adjustments to ensure optimum learning for participants.

**Note:** It will be useful for the facilitator to familiarise themselves with any resources and content that needs to be emphasised. Where exercises or content needs clarifying, you are encouraged to contact an appropriate subject matter expert for further information.

It is important to be familiar with the organisation’s Mission, Values, Philosophy, and relevant policies and procedures so these can reinforced and referred to (if necessary) throughout the program.
Commitment from the Organisation

This Facilitator Guide refers to a DVD from the Chief Executive Officers from the pilot program that communicates their support and explains why this program is important. It is recommended that facilitators encourage the organisation’s management to implement the same or similar strategy to communicate their commitment to the program. For example if a DVD is not viable, a senior member could introduce the program. The existing DVD’s may help to guide the content of this address.

Managing the Group

Given the culturally and personally sensitive nature of much of the material presented in this program it is possible that some participants might have reasonably strong emotional reactions to some content presented. Whilst it is anticipated that this might occur only infrequently, there is a reasonable likelihood that you may encounter such a situation during your delivery of the program. It is advisable that you give some thought to how you might manage such circumstances.

Strategies recommended in relation to this issue are:

1. The facilitator work with the group at the beginning of the program to establish some guidelines for dealing with emotional responses to course content. Such guidelines for participants and presenters might include:
   - Relaxation strategies to employ if they feel themselves getting a bit tense or emotional: e.g. Look away and ‘tune out’, steady deep breathing.
   - Advising the facilitator that they will need to take a short break and then leave the group until they feel ready to continue.
   - Seeking follow-up help from the facilitator and possibly the site manager to better manage their reactions to course content.

Facilitators will need to:
   - Try to deal with any issues arising directly with the affected participant in a private, non-threatening way. Take care to listen carefully, eliciting further information as required and offering support.
   - Be careful not to inadvertently make the situation worse (it might be wise to listen more and speak less). In the first instance see if the participant can come up with a way of managing this, if not, consider making some suggestions.
   - In some cases it might be wise to discuss further with the site manager (who might be able to offer some organisational support to the person if the circumstance appears to be significant) as long as this is okay with the affected person.
   - In cases of where violence occurs or is feared as likely you may need to take immediate steps to de-escalate the situation, for example, stop the class and try to separate the person from the rest of the group, report immediately to the site manager etc.

2. Take a few moments when preparing for each delivery session to review the module and identify areas of potentially sensitive content (e.g. activities, film clips etc.). Forewarned is, as they say, forearmed!
Achieving Behavioural Change

The aim of this experiential program is for participants to acquire new knowledge and skills to understand their own and others’ culture so as to better communicate and build relationships with people from diverse cultural backgrounds.

Therefore, the facilitator is asked to encourage participants to:

- Have a go at practicing new strategies and approaches learned in each of the sessions.
- Develop a reflective practice approach to evaluate their experiences and emotional reactions.
- Commit to making changes to their interactions with others that will lead to better communication and relationships with others.
Facilitator Information

Program Learning Outcomes

By the end of the learning program participants will be able to:

- Identify workplace issues and plan an approach to facilitate and promote workplace diversity that includes addressing barriers to inclusion.
- Demonstrate the ability to access and analyse workplace information and integrate diversity into planned activities.
- Facilitate cross cultural communication and improve participation in the workplace for workers from diverse cultural backgrounds.
- Create an environment for functional relationships on a day-to-day basis with subordinate staff.
- Develop effective listening and communication skills with subordinates and peers from diverse cultures.
- Demonstrate an awareness of their own and others cultures and the impact of personal values and culture within the workplace.
- Identify and discuss key settlement and other issues faced by migrants and refugees.
- Demonstrate an awareness of cultural assumptions and their effects on behaviour and work practices.
- Clearly impart and understand instructions.
- Communicate effectively with residents, family members and other staff.
- Recognise the effect that intonation / accents / delivery styles/ colloquialisms and jargon have on understanding and perceptions of intent within the workplace (including on residents).
- Use communication skills and processes to identify and address barriers to communication and facilitate identification of individual issues.
- To have the confidence to ask questions and seek clarification of requested tasks.
- Participate in effective handover and staff meetings.
- Identify their role within the team and organisation.
- Become an active team member and undertake activities in a manner that promotes cooperation and good relationships.
- Demonstrate support to fellow care workers in managing racism and other critical incidents (relationship building).
- Identify strategies to negotiate difference and communicate effectively and confidently within the workplace.
- Demonstrate an understanding of workplace values and ideology.
MODULE 1

Our Workplace

For Care and Support Workers

Facilitator Guide
# Module 1 Outline

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<tr>
<th>Session</th>
<th>Time</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>40 minutes</td>
<td>Welcome, Background and Overview of Training Program</td>
</tr>
<tr>
<td></td>
<td>Break – 5 minutes</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>45 minutes</td>
<td>My Workplace</td>
</tr>
</tbody>
</table>

**End of Module 1**

## Symbols Used

- **Information for the Facilitator to take note of prior to the activity**: DVD activity (DVD clips are embedded into power point presentations – DVD is included in facilitator resources as a backup)
- **PowerPoint presentation (video clips are included in the slide presentation)**: Activity
- **Workbook needed for an activity**: Whiteboard Activity
- **Reflection Activity in Learning Journal**: Key Messages
Module 1 – Learning Outcomes

By the end of this module participants will be able to:

- Explain the need for the learning program.
- Share some information about their culture.
- Discuss the aspects of cultural awareness.
- Describe a workplace where working well with other cultures is supported.

<table>
<thead>
<tr>
<th>Time</th>
<th>1.5 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment</td>
<td>Laptop (DVD compatible), data projector, speakers</td>
</tr>
<tr>
<td>Resources</td>
<td>DVD</td>
</tr>
<tr>
<td>PowerPoint</td>
<td>PPT 1.1</td>
</tr>
<tr>
<td></td>
<td>PPT 1.2</td>
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<tr>
<td></td>
<td>PPT 1.3</td>
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<tr>
<td></td>
<td>PPT 1.4</td>
</tr>
<tr>
<td>Workbook</td>
<td>WB 1.1</td>
</tr>
<tr>
<td></td>
<td>WB 1.2</td>
</tr>
</tbody>
</table>

Session Brief

Session 1:

This first part of the module provides an opportunity for staff to be welcomed to the training program. This will be done by playing a DVD clip of the organisational CEO followed by a presentation from a representative of each organisation.

Check to see who the organisation representative will be and make time to meet with them. Ensure that they have seen the DVD clip. The basis of their presentation will emphasise the key messages from the introductory/welcome DVD clip of the CEO of Brightwater and Juniper.

Note: This was the strategy used in the pilot program. Refer to the paragraph Commitment from the Organisation for alternative strategies – page 16.

It is important that the facilitator is aware of the organisation’s Mission, Values, Philosophy, and relevant policies and procedures and is familiar with the specific language/jargon/terms relating to the work environment of the supervisors and care/support workers attending this training.

Facilitators must create an environment that is safe for participants to share their thoughts, feelings and experiences.

Session 2:

In this session participants will discuss some aspects of their cultural uniqueness and introduce each other to the group.

This session also gets participants to explore their own ideas of what a workplace environment can look like if people are working well with other cultures.

Participants will be introduced to their reflective journal which they will use to record their thoughts, feelings and reactions to the sessions activities.
Session Planning

By the end of this module participants will be able to:

- Explain the need for the learning program.
- Share some information about their culture.
- Discuss the aspects of cultural awareness.
- Describe a workplace where working well with other cultures is supported.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Resource(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Welcome, Background, Overview (40 mins)</td>
<td></td>
</tr>
<tr>
<td>5 mins</td>
<td>Welcome / Housekeeping</td>
<td></td>
</tr>
<tr>
<td>5 mins</td>
<td>Welcome message from CEO (or alternative strategy)</td>
<td>PowerPoint</td>
</tr>
<tr>
<td>15 mins</td>
<td>Presentation by the Organisation Representative</td>
<td></td>
</tr>
<tr>
<td>5 mins</td>
<td>Strong Accents – video and group discussion</td>
<td>PowerPoint</td>
</tr>
<tr>
<td>5 mins</td>
<td>Program Overview</td>
<td>PowerPoint</td>
</tr>
<tr>
<td>5 mins</td>
<td>Handout workbook and Learning Journal</td>
<td>Workbook</td>
</tr>
<tr>
<td>5 mins</td>
<td>BREAK</td>
<td></td>
</tr>
<tr>
<td>Session 2</td>
<td>My Workplace (45 mins)</td>
<td></td>
</tr>
<tr>
<td>10 mins</td>
<td>Exploring my culture – group discussion</td>
<td>Workbook</td>
</tr>
<tr>
<td>10 mins</td>
<td>Group introductions</td>
<td></td>
</tr>
<tr>
<td>5 mins</td>
<td>Brainstorm Activity – Cultural difference in the workplace</td>
<td>Whiteboard</td>
</tr>
<tr>
<td>10 mins</td>
<td>Group exercise – working with cultural differences</td>
<td>Workbook</td>
</tr>
<tr>
<td>5 mins</td>
<td>Discussion group exercise – working with cultural differences</td>
<td>Whiteboard</td>
</tr>
<tr>
<td>5 mins</td>
<td>Journal Entry</td>
<td>Learning Journal</td>
</tr>
<tr>
<td></td>
<td>Global Village</td>
<td>PowerPoint</td>
</tr>
</tbody>
</table>

End of Module 1
Session 1  Welcome, background and overview of training program. (40 mins)

Facilitator Note
The session begins with a video clip of the CEO (or alternative strategy).
The second video clip is people talking with a strong accent.
Use it to help participants highlight the difficulty of communicating when you can’t understand because of accent or language differences and more importantly how they choose to respond in these situations.
Participants should have an opportunity to reflect on the video content and talk with others about any key learning points. Keep the discussion brief as participants will have many opportunities to reflect throughout the program.

Activity preparation
Prepare a large sheet of paper by either writing ‘Working well with other cultures’ or drawing a graphic that represents the workplace. You will use this sheet for the brainstorm activity in Session 2.

Power Point preparation
Set up the power point presentation showing the cover slide PPT 1.1.

Program Overview
You will give an overview of the training program; therefore you will need to have a thorough understanding of the program format and scheduling to ensure that you can answer any queries from the participants.
Refer to the facilitator information in this guide for supporting information on the program.

Activity Purpose and Key Points

Welcome / Housekeeping (5 mins)
Bring the group together and explain that they will be able to reflect and build on their discussions throughout the training program. Acknowledge the journey and commitment that participants have made to attend the workshop today.
If required, briefly go over housekeeping including:
- Location of toilets
- Emergency exits and evacuation plan
- Cell phones on silent

Refreshments / planned breaks

Welcome message from CEO (5 mins)

Play the DVD clip to the group.
This DVD clip is also embedded into the power point presentation for a seamless presentation.

Presentation by the Organisation Representative (15 mins)
The Organisation Representative presentation is to reinforce the information that participants have received so far and connect to the training program that they are attending.

Emphasise the key messages of CEOs presentation and highlight relevant policies.

Thank the Organisation Representative for their presentation.
### Activity | Purpose and Key Points
--- | ---
**PPT 1.2**
*(5 mins)* | Begin the next activity by playing the video clip to the group.
http://www.youtube.com/watch?v=G_6oOrdhhBg
(The video clip is of a conversation between two Scottish men with very strong accents where you are unable to clearly understand what is being said.)

**Following the clip ask** if anyone knows what the people in the clip were talking about.

**Lead a quick discussion** with the group to explore the following:
- Has this ever happened to you?
- How do you respond in situations like this?
- What has helped you to try and understand someone with a strong accent?

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**PPT 1.3**
*(5 mins)* | Facilitator gives an overview of the training program format, delivery schedule and a brief description of the content for each of the 12 modules.

The focus of the training covers three areas:
- Culture
- Communication
- Relationships

**Briefly discuss** the importance of creating a work environment that values, appreciates and respects individual differences.

**Highlight** the overall learning outcomes for the program.

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**Workbook**
*(5 mins)* | Handout participant workbooks. Explain that the workbook contains the handouts to be used for the modules in the training program and participants will be referred to their workbooks to complete activity sheets and refer to any supporting information for the sessions in each module.

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**Learning Journal**
*(5 mins)* | Give participants an overview of the learning journal information section in their workbooks. Explain that throughout the program they will be completing entries in their journal that reflect on their learning during workshops as well as their on the job experiences.

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**Session Learning Objectives**
*(5 mins)* | Refer participants to the learning objectives for module one in their workbook.

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**BREAK (5 mins)** | End of Session 1
Session 2  My Workplace (45 mins)

**Facilitator Note**

This part of the module will allow participants to interact with each other and share information about each other’s culture. They will use the information gathered to introduce each other to the group. This activity is a start to building rapport amongst the group by beginning a journey of sharing a little about their cultural heritage.

You will need to move around the room to ensure that participants understand what it is that they are asked to do. If there are any barriers around understanding people with strong accents / language try and assist only if needed.

Keep moving so that you are aware of any barriers that may exist and intervene where necessary.

**Activity**  **Purpose and Key Points**

**Exploring my culture** (10 mins)

Facilitate group introductions. Participants are to find a partner and use the handout in their workbook to guide their discussion. Allow 10 minutes for the discussion.

Each pair will introduce their partner to the group by sharing the highlights of their conversation.

**Note:** It is not essential to cover every point, but participants should share enough to give others in the group a sense of their cultural background.

**WB 1.1 pg 11**

Use the information below to share information with another person in the group.

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**Introduction** (10 mins)

Facilitator can start the exercise by introducing yourself to the group using the concepts in the worksheet.

Invite people to introduce their partners to the group.
### Activity

### Purpose and Key Points

The intent of the next activity is to get participants to come up with examples of how they could work better with different cultures in the workplace.

Encourage discussion around examples that already occur in their workplace that demonstrates how well we work with people from different cultural backgrounds.

Relate examples to the principles of cultural competence:

1. **Valuing diversity**
   - e.g. Respecting others beliefs. Don’t judge someone simply because they wear a hijab (a traditional Muslim headscarf) or be rude to an employee who asks for the day off to celebrate the Passover Seder (a Jewish holiday feast).

2. **Cultural self-assessment**
   - e.g. Assess your own level of awareness, beliefs, and understanding of diversity. This is the first step toward creating a culturally inclusive environment. Being aware of personal biases and beliefs increases our potential to communicate effectively with others.

3. **Understanding the dynamics of cultural difference**
   - e.g. Keep in mind that because someone has limited proficiency in English it does not mean that they cannot perform the tasks required for their role or that they have limited proficiency in communicating in their language or literacy of origin.

4. **Utilising cultural knowledge**
   - e.g. Being consciously aware of non-verbal communication. When greeting someone of Asian descent refrain from touch and be aware of personal space.

5. **Food preparation (e.g. Halal, Kosher).** Acceptability of particular foods, e.g. animal products, pork, beef; foods that interact with medication; lactose intolerance; timing of meals; fasting important if need insulin; ‘hot’ and ‘cold’ foods.

6. **Adapting to diversity**
   - e.g. Developing a ‘vocabulary list’ of words and terms in the native languages of the staff and residents in your workplace. Pronunciation is just as if not more important than learning the vocabulary. Recipients will be forgiving of a genuine attempt at the correct pronunciation. This can be appreciated by individuals from the respective cultures and seen as an attempt to recognise a significant part of their culture.

Be mindful of the use of the term ‘cultural competence’ and ensure that if it is used that you explain to participants what this term means and use examples that they can relate to.

The examples participants come up with will be recorded and used to evaluate how they are being implemented in the workplace.

### Activity preparation

Prepare a large sheet of paper for the group exercise. Write ‘Our Workplace’ in a bubble in the centre of the paper.

Keep the sheet of suggestions from the group as these will be referred to in future modules. If you have access to a camera, take a photo of the sheet of examples and save the file or create a power point slide in case the sheet is damaged or misplaced.
### Reading References

WB pg 12

Below are website links to readings that can support your discussions on this topic:

1. **Building Culturally Competent Organizations**  
   Contributed by Tim Brownlee and Kien Lee  
   [http://ctb.ku.edu/en/tablecontents/sub_section_main_1176.aspx](http://ctb.ku.edu/en/tablecontents/sub_section_main_1176.aspx)

2. **What is Cultural Competence?**  
   Margaret Bornhorst  

3. **Cultural Competence Guidelines and Protocols**  
   Ethnic Communities’ Council of Victoria  

4. **Valuing diversity in the workplace**  
   Heather d’Entremont-Macdonald  

---

### Brainstorm Activity

(5 mins)

Discuss with the group the concept of working in a workplace where cultural differences are important. Explain that essentially what we are talking about is how we can work better with people from other cultures in your role as a care/support worker. If we all action this in our different roles we can achieve a workplace where diversity is something we try and understand and work with.

- What difference would it make to work in a workplace where people recognise respect and respond appropriately to cultural differences?
- What matters most when working with people from other cultures?

**Write examples** from the group on the whiteboard.

Try and relate the examples to the principles of cultural competence,

E.g. Utilising Cultural Knowledge: people not assuming that because someone looks Asian they are from China.

---

### Group Exercise

(10 mins)

WB 1.2 pg 11

Form two groups and ask each group to come up with examples from their workplace of how they have worked well with cultural differences in their role as a care/support worker. What would this look like in your workplace?

Refer participants to the hand-out ‘My Workplace’ in their workbook to record examples from their discussions.

---

### Discussion

(5 mins)

Place the large sheet of pre-prepared paper on the whiteboard or wall. Go around the group and **ask for one example from each person** to record on the sheet.

**Create a discussion** when needed to ensure that examples given are relevant.

Suggest that participants add any examples they don’t have to their list in their workbooks.
### Activity | Purpose and Key Points
---|---
Summary | Facilitator to summarise the session and clarify any queries.

[Reflect]

**Learning Journal**

**WB pg 89 (5 mins)**

**Ask participants to choose one example** that they will commit to action.  
**Refer participants to their learning journal** to create an entry for their example.

Encourage participants to commit to enhancing the workplace that works well with people from different cultural backgrounds.

We will check in with participants in future workshops to see how they are progressing with their example.

Check in with the group to see if they have any comments to add to today’s session.

[Close]

**PPT 1.4 Global Village**

Thank the group for their participation. Close the session by playing the ‘Global Village’ presentation.

---

**END OF MODULE 1**
“Learn everything you can, anytime you can from anyone you can; there will always come a time when you will be grateful you did”. - Sarah Caldwell
MODULE 2

Who Am I?

For Care and Support Workers
Facilitator Guide
Module 2 Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>50 minutes</td>
<td>My Culture and Me</td>
</tr>
<tr>
<td></td>
<td>Break – 5 minutes</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>35 minutes</td>
<td>How do I fit in?</td>
</tr>
</tbody>
</table>

End of Module 2

Symbols Used

- **Information for the Facilitator to take note of prior to the activity**
- **PowerPoint presentation** (video clips are included in the slide presentation)
- **Workbook needed for an activity**
- **Reflection Activity in Learning Journal**
- **DVD activity** (DVD clips are embedded into power point presentations – DVD is included in facilitator resources as a backup)
- **Activity**
- **Whiteboard Activity**
- **Key Messages**
Module 2 – Learning Outcomes

By the end of this module participants will be able to:

- Identify elements of culture.
- Apply elements to the Iceberg model of culture.
- Explore the characteristics of their own cultural makeup.
- Identify characteristics of other cultures and compare similarities and differences.
- Demonstrate an awareness of their personal values and how they might have an impact on their relationships with others.

<table>
<thead>
<tr>
<th>Time</th>
<th>1.5 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment</td>
<td>Laptop, data projector, speakers</td>
</tr>
<tr>
<td>Resources</td>
<td>DVD Culture, Communication and Relationships at Work</td>
</tr>
<tr>
<td>PowerPoint</td>
<td>PPT 2.1 Cover Slide, PPT 2.2 Video - Culture, PPT 2.3 Cultural Iceberg</td>
</tr>
<tr>
<td>Workbook</td>
<td>WB 2.1 Definition of Culture, WB 2.2 Case Study, WB 2.3 Three levels of uniqueness</td>
</tr>
</tbody>
</table>

Session Brief

**Session 1:**

In Module One, participants began sharing elements of their cultural uniqueness. They continue their journey in this session to further explore specific characteristics of theirs and other cultures.

Participants identify and explore in this session the characteristics of culture and more importantly the elements that relate to their own culture and how this influences perceptions and behaviour. They are introduced to the Cultural Iceberg model to emphasise the theory that the elements of culture which are visible are only 1/10th of the picture; it is what lies beneath the surface that brings the richness of our individuality and influences our responses in certain situations.

**Session 2:**

This session explores stereotyping and how this can lead to making assumptions about people in our workplace. Participants apply their learning to a case study.
Session Planning

By the end of this module participants will be able to:

- Identify elements of culture.
- Apply elements to the Iceberg model of culture.
- Explore the characteristics of their own cultural makeup.
- Identify characteristics of other cultures and compare similarities and differences.
- Demonstrate an awareness of their personal values and how they might have an impact on their relationships with others.

<table>
<thead>
<tr>
<th>Module 2</th>
<th>1.5 hours</th>
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</thead>
<tbody>
<tr>
<td>Time</td>
<td>Activity</td>
</tr>
<tr>
<td>Session 1</td>
<td>My Culture and Me (50 mins)</td>
</tr>
<tr>
<td>5 mins</td>
<td>Welcome / Housekeeping</td>
</tr>
<tr>
<td>10 mins</td>
<td>What does culture mean to me?</td>
</tr>
<tr>
<td>10 mins</td>
<td>Brainstorm</td>
</tr>
<tr>
<td>10 mins</td>
<td>Cultural Iceberg (incl discussion)</td>
</tr>
<tr>
<td>20 mins</td>
<td>Pairs Exercise</td>
</tr>
<tr>
<td>5 mins</td>
<td>BREAK</td>
</tr>
<tr>
<td>Session 2</td>
<td>How do I fit in? (35 mins)</td>
</tr>
<tr>
<td>5 mins</td>
<td>Stereotypes – group discussion</td>
</tr>
<tr>
<td>15 mins</td>
<td>Case Study</td>
</tr>
<tr>
<td>10 mins</td>
<td>Discussion and key messages</td>
</tr>
<tr>
<td>5 mins</td>
<td>Entries into Learning Journal</td>
</tr>
</tbody>
</table>

End of Module 2
Facilitator Note

The following information can be helpful in expanding on discussions during Session 1:

Some aspects of culture are easy to see, the obvious things like art and music and behaviour. However, the significant and most challenging parts of other cultures are hidden. These might include our beliefs, values, expectations, attitudes, and assumptions. “Our cultural programming in these areas shapes everything we do. Most importantly they help us to decide what is ‘normal’ in our eyes. It is the perceived [differences] by other cultures from our version of normality that causes the problems. In short, ‘us’ and ‘them’ lives on.”

Culture in general is concerned with beliefs and values on the basis of which people interpret experiences and behave, individually and in groups. Broadly and simply put, “culture” refers to a group or community with which you share common experiences that shape the way you understand the world. The same person, thus, can belong to several different cultures depending on his or her birthplace; nationality; ethnicity; family status; gender; age; language; education; physical condition; sexual orientation; religion; profession; place of work and its corporate culture. Culture is the "lens" through which you view the world. It is central to what you see, how you make sense of what you see, and how you express yourself.

– David Newman, Founder

www.SpeakerCEO.com

Hofstede expands the concept of collective programming by suggesting that culture could be situated between human nature, which is not programmed, nor programmable, and the individual personality. This idea of the culture in the individual is used when explaining the concept of culture at society level as well as allowing for the diversity of individual personalities within any one culture.

Figure 2. Three Levels of Uniqueness in Mental Programming
<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose and Key Points</th>
</tr>
</thead>
</table>
| **Facilitator Note** | **Human nature** is what all human beings have in common. It is inherited in our genes and it determines our physical and basic psychological functioning. Human nature includes aspects such as the human ability to feel fear, anger, love, joy, sadness and shame, the need to associate with others and to play and exercise oneself, and the facility to observe the environment and to talk about it with other humans.

What a person does with these feelings, how one expresses fear, joy or love and so on, is modified by culture. E.g. Love – some cultures outwardly express their feelings by hugging, holding hands, kissing in public, however, in other cultures any expressions of love are displayed in private. Fear – some cultures react violently which is expected, while others keep their feelings hidden for fear of shame.

The **personality** of an individual is his or her unique personal set of mental programs, based on traits that are partly inherited within the individual's set of genes and partly learned, that is modified by the influence of collective programming (culture) as well as by unique personal experiences.

Some cultural psychologists argue that many Asian cultures have conceptions of individuality that insist on the fundamental relatedness of individuals to each other. In individualistic cultures, individuals seek to maintain their independence from others by focusing on the self and by discovering and expressing their inner attributes. Individualistic cultures encourage an independent self, while collectivistic cultures encourage an interdependent self.

**Culture** is a distinctly human means of adapting to circumstances and transmitting this coping skill and knowledge to subsequent generations. Culture gives people a sense of who they are, of belonging, of how they should behave and of what they should be doing.

We can achieve a good understanding of other cultures only if we realise that our “cultural spectacles” are colouring our view of them. The route to better understanding starts with examining our own culture and the subjective nature of our ethnic or national values. |

---

**The Cultural Iceberg Model**

Using a metaphor such as an iceberg can be powerful when reflecting on how we can actively promote cultural awareness amongst staff.

As mentioned in the above excerpt, we can readily identify the things we see and the more obvious aspects of culture. When we get it right, we can celebrate these differences through acknowledgement and acceptance.

For cross-cultural communication to be effective and genuine we must pay attention to the less visible aspects of culture, it is these things that influence how we behave and react to certain situations.

---

**Power Point Slide**

The slide starts by showing the visible tip of the iceberg to discuss the things that can be easily recognised as part of a culture. Then show the bottom of the iceberg to discuss the less visible aspects that need to be explored to get a full understanding of how a culture relates to that particular aspect.
### Activity

<table>
<thead>
<tr>
<th>Purpose and Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Linking models</strong></td>
</tr>
<tr>
<td>The use of the Iceberg model can be linked to Hofstede’s model by suggesting that it sits in the culture component of the model, e.g. Human nature is ingrained and can be modified by the influence of culture; Personality is unique to an individual and can be inherited or learned. It too, can be influenced by culture.</td>
</tr>
<tr>
<td><strong>Facilitation skills</strong></td>
</tr>
<tr>
<td>As there will be varying views in the group relating to this topic you will need to be prepared to address these when they arise.</td>
</tr>
<tr>
<td>The group will explore aspects of their own culture. Often people may express that they don’t have a culture. Think about how you might respond to this. It may be helpful to get people to reflect on what makes their family unique and how this relates to their culture.</td>
</tr>
<tr>
<td>Consider exploring the difference between ethnicity and culture to help people move forward in thinking about their unique cultural aspects.</td>
</tr>
<tr>
<td>Ethnicity can be described as a group of individuals who share common cultural practices that differentiate them from other people such as ancestry, a sense of history, religion, politics, occupation, forms of dress and language. Ethnic differences are not inherited; they are learned.</td>
</tr>
</tbody>
</table>

### Reading References

**WB Pg 20**

In addition to your own resources, below are website links to readings that can support your discussions on this topic:

- What is Culture?  
  [http://anthro.polomar.edu/culture/culture_1.htm](http://anthro.polomar.edu/culture/culture_1.htm)
  [http://members.tripod.com/sadashivan_nair/freephotos4ursocialstudy/id23.html](http://members.tripod.com/sadashivan_nair/freephotos4ursocialstudy/id23.html)

- Cultural Intelligence  
  [ftp://mypercept.in/latest_percept/pdf_zip/Articles/Cultural_Intelligence.pdf](ftp://mypercept.in/latest_percept/pdf_zip/Articles/Cultural_Intelligence.pdf)

- Cultural Iceberg  

- Naming the Elephants in the Room  
  [http://cra.curtin.edu.au/local/docs/Naming_the_Elephants_in_the_Room.pdf](http://cra.curtin.edu.au/local/docs/Naming_the_Elephants_in_the_Room.pdf)

- Hofstede: Cultures and Organisations – Software of the Mind  
Module 2 – My Culture and Me (50 mins)

Before beginning Session 1, prepare participants for the activities in this module by suggesting that some of the activities may challenge their views, perceptions, values and beliefs.

Create a discussion with the group to come up with guidelines of how they will interact in the session, e.g., show respect for each other, one person talking at a time, demonstrate patience and understanding, have fun, have an open mind, reserve judgement etc. These can be used for future modules with the same group.

Use a ‘Park It’ sheet by placing a large sheet of paper on the wall where anytime throughout the modules, participants can write on a post-it-note a question or thought that they would like to see explored or discussed further.

Check the sheet during the breaks. Decide how to progress with the items, it may not be possible to address items during the workshop, however, it is important to acknowledge the contribution and suggest how this may be addressed.

Activity Purpose and Key Points

Welcome (5 mins)

Welcome participants back for the second module. Link this session’s learning to the previous module by explaining that in order to work better with other cultures we need to have a good understanding of our own values and belief system and an awareness of our emotional responses and how they affect our thoughts and behaviour.

The video clip demonstrated the various responses to how cultures do things differently. Ask the group to highlight examples that they noticed, e.g., shaking/kissing hand

Highlight the learning outcomes for the session.

Explain the ‘Park It’ sheet to the group. Let them know how you will manage any items on the sheet.

Use the model to highlight the following key points:

**Human Nature**: Things we have in common with all other human beings. We all have a human body, a human psyche, we all need food, clothing, housing, a way to earn a living, a family etc, and socially we all need to be accepted, to feel comfortable and secure, and have our identity respected. While these things are common for all human beings there are specific differences which are influenced by culture, e.g., language, there are approximately 6000 different languages worldwide.

**Personality**: Is specific to an individual.

**Culture**: Influences both human nature and personality. It has an effect on how we see and do things.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose and Key Points</th>
</tr>
</thead>
</table>
| What does culture mean to me? (10 mins) | **Ask the group to discuss** with the person next to them how they would describe culture.  
Get the pairs to **form a small group with another pair**. They are to share their ideas with each other and come up with a sentence to describe what culture means for their group.  
**Ask each group** to share their sentence with the other groups.  
**Lead a discussion** to determine the following:  
- How do they differ?  
- What do they have in common? |

---

**Refer participants** to the handout in their *workbook* and explain that these are comments about how a group of young people described culture. Choose a couple of the statements to read out to the group.

- **Susi Teutsch (Austria):**  
  “Culture to me is like part of the backpack everyone is carrying. Sometimes it can be heavy and stops you from doing certain things but it also carries the necessary stuff you need for living.”

- **Hafren Jones (Wales):**  
  “Culture is what makes a masai who wears black and red kangas and drinks cows’ blood with milk different from a Bedouin who wears a burka and eats dates.”

- **Noor Al-Wahaibi (Oman):**  
  “Culture is the basic thing in every country. It means everything…history, past, present, future, traditions, beliefs, religion, etc.”

- **Irene De La Fuente (Spain):**  
  “Culture among countries is the most interesting thing that we have. We have different ideas, thinking, religions etc. We are human beings and we can understand each other if we have a free soul and an open mind.”

- **Mona Mughram Al-Ghamdi (Saudi Arabia):**  
  “Culture to me is the traditions, values and beliefs of a group of people that travels through generations.”

- **Corinne Timmis (UK):**  
  “Although culture can sometimes be the cause of separation, it should be cherished and bring individuals together.”

- **Rachida Abdellaoui (Netherlands):**  
  “Unfortunately, culture is that one thing that divides us instead of uniting us into being a little part of mankind.”

- **Kate (UK):**  
  “Your culture is the way you are raised. It can be different between people of the same nationality.”

- **Aisha Al-Kharusi (Oman):**  
  “Culture is shaped by our tradition, history and religion. You carry it with you to influence others and for it to be influenced by other cultures.”

- **Fatema Abuidrees (Saudi Arabia):**  
  “It is the building block of our personality.”

- **Alia Al-Lawati (Oman):**  
  “Culture is based on our history and ancestors. It creates our initial personalities but does not necessarily need to act as our finale.”
<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose and Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussion</strong></td>
<td><strong>Explain</strong> that we are going to explore culture and what this means for us as well as others. We often know what we believe in but we are not consciously aware of what our core values are. When these values are challenged or compromised this ‘pushes our buttons’ so we get an emotional response and can react negatively. Think of times when your ‘buttons have been pushed’, i.e. when values have been challenged and how did you feel/react.</td>
</tr>
<tr>
<td><strong>Brainstorm</strong></td>
<td><strong>Explain</strong> that it is helpful to understand the characteristics of culture in order for us to be aware of what we value and believe about these characteristics. These are important to understand that it is what influences the person we are and how this affects us emotionally. <strong>Write ‘Characteristics of culture?’ on the whiteboard.</strong> <strong>Lead a brainstorm</strong> with the group to identify what they think is the key characteristics of culture. Explore examples with each idea. <strong>Ensure that each person in the group contributes</strong> an idea to the discussion. <strong>Examples can include:</strong></td>
</tr>
<tr>
<td><strong>(10 mins)</strong></td>
<td><strong>Food</strong>&lt;br&gt;e.g. how food is cooked: in the ground or on the BBQ.</td>
</tr>
<tr>
<td></td>
<td><strong>Music</strong>&lt;br&gt;e.g. classical</td>
</tr>
<tr>
<td></td>
<td><strong>Language</strong>&lt;br&gt;e.g. different dialects</td>
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<tr>
<td></td>
<td><strong>Customs</strong>&lt;br&gt;e.g. queuing – waiting in line</td>
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<tr>
<td></td>
<td><strong>Dress</strong>&lt;br&gt;e.g. Burqa, casual – t-shirt and shorts</td>
</tr>
<tr>
<td>Activity</td>
<td>Purpose and Key Points</td>
</tr>
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</tbody>
</table>
| **Facilitator Note** | The items in the first column above are those things that are visible and obvious to the individual and sit above the waterline.  
The other columns are examples of the things that sit below the surface and need to be learned as they are the things that influence behaviour and attitudes.  
The following activity is an opportunity for participant’s to begin to test some of their assumptions about what they ‘know’ or ‘see’.  
Suggest some items if the group do not come up with them. |
| **PPT 2.3 Cultural Iceberg** | Introduce the concept of the cultural iceberg by showing the first part of the power point slide.  
Ask what they see? What do they know about icebergs?  
E.g. large chunks of ice that have broken off from Glaciers, Ice shelves or larger icebergs, they float in the ocean or lakes; you can only see the part of the iceberg that sits above the water line.  
What relevance can an iceberg have to culture? |
| **Example** | Explain that we will use the concept of the ‘iceberg’ to identify the things in our list on the whiteboard that sit above (visible) and below the waterline (invisible).  
Start the exercise by using examples of your own culture and circle it using a different coloured whiteboard pen to highlight the visible and less visible characteristics. For example:  
Visible  
The language of my ethnic culture is Maori; however, the majority of my generation only speak English as it was forbidden in my parents and grandparents day to speak their native tongue.  
Invisible  
Value is placed on building a relationship with a person first before discussing any issues. This takes time and can affect timeframes around meetings etc., particularly if they are held on Marae (meeting houses) as there is a protocol to holding events at these places. Often there is a perception that Maori are never punctual and you may hear people refer to someone being on ‘Maori time’. |
| **Discussion** | Create a discussion with the group using your two examples to explore what their individual perspective is and if this has an impact in their workplace.  
E.g. Time – It’s important to me to be on time for appointments, meetings etc. I do not like being late because it is disrespectful to others who make it on time.  
Language – while my first language is English, I still have problems with people understanding my NZ accent and Australians in particular make fun of it. I’ve learnt to adapt and accept that this is not going to change and just let it be.  
Go through the rest of the list on the whiteboard to categorise each item. |
### Activity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose and Key Points</th>
</tr>
</thead>
</table>
| **Pairs exercise** (20 mins) | **Ask participants** to find another person in the room that they have not worked with yet. **Allocate each pair** one item off the board from each category, visible and invisible.  
**Using examples in the workplace discuss** their items with their partner and highlight the importance/value they place on the characteristic. Are there any similarities? What about when people don’t do it the right way according to your cultural value / belief? How do you feel or react to this?  
We all have different perceptions / views (cultural spectacles), what are the positives or negatives of the different ways of thinking?  
Ask participants to share their ideas with the larger group. |
| **Summary** | **Summarise the session** and bridge to the next session which explores workplace differences and how workers can become isolated through a lack of understanding of an individual’s cultural values and beliefs. |
| **BREAK (5 mins)** | **End of Session 1** |
### Session 2

**How do I fit in? (35 mins)**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose and Key Points</th>
</tr>
</thead>
</table>
| **Facilitator Note** | Australians come from over 200 countries according to the 2006 Census. Each of these groups has its own cultural diversity as a result of history, regional differences, internal and external population movements, as well as variations related to factors such as class, gender, intermarriage and urban and rural environments.  

A 2010 report commissioned by AMP highlighted the following:  
- Australia is one of the most multicultural countries in the world, but the skills of many migrants are being wasted.  
- Australia is the second most multicultural nation in the world, tied with Switzerland behind table-leader Luxembourg.  
- Most of Australia’s migrants come from the United Kingdom, New Zealand and China.  
- Skilled migrants account for 62 per cent of arrivals.  
- Migrants make up a quarter of Australia’s population.  
- 8 per cent of migrants are refugees admitted under Australia’s humanitarian program.  
- Migrants are highly educated, with their qualifications tending to match or exceed those born in Australia.  


---

### Stereotypes

Stereotypes are defined in a number of ways. Consider these definitions of a stereotype:

1. A simplified and fixed image of all members of a culture or group (based on race, religion, ethnicity, age, gender, national origins).
2. Generalisations about people that are based on limited, sometimes inaccurate, information (from such sources as television, cartoons or comic books, minimal contact with one or more members of the group, second-hand information).
3. Initial predictions about strangers based on incomplete information about their culture, race, religion, or ethnicity.
4. A single statement or attitude about a group of people that does not recognise the complex, multidimensional nature of human beings.
5. Broad categories about people that fail to differentiate among individuals, peoples, and societies.
6. Identification of easily observable characteristics of groups of people.

[http://the_english_dept.tripod.com/stereo2.htm](http://the_english_dept.tripod.com/stereo2.htm)

Around the world, people are raised not to stereotype others. Nevertheless, they often define their own cultural identity by stereotyping themselves. Not only do the stereotypes provide the behavioural model that individuals seek to emulate, they also provide a sense of commonality that makes people feel that they are part of a community.
### Facilitator Note

**Is stereotyping always negative?**

Stereotypes exist in all societies. How we perceive each other can be determined through oversimplified assumptions about people based on particular traits, such as race, sex, age, etc.

Stereotypes are not always inherently negative, but because they are assumptions that disregard a person’s individual and inherent abilities, opportunities and environment, they tend to be prejudicial.

Negative stereotypes hinder peoples’ ability to fulfill their potential by limiting choices and opportunities.

---

### Reading References

In addition to your own resources, below are website links to readings that can support your discussions on this topic:


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### Discussion

Facilitator leads a discussion on stereotypes. What does it mean?

Build a picture of a multicultural Australia by using the information in the facilitator note above.

**Ask the group to define** what it means for them to be ‘Australian’? What are the specific characteristics?

**Explore the following** with the group:

- What do you think are some stereotypes that occur in the workplace, either for you as a worker or stereotypes that you have of others?
- How do you know your view is correct?
- How does it impact on your ability to have good relationships with others and to work well with your colleagues?

---

### Case Study

Form participants into two or three small groups. Refer them to the case study in their workbooks. Read the case study out to the whole group and ask each group to discuss the questions provided in the handout.

**Case Study**

Annan a recently arrived care worker from Thailand, takes twice as long to shower residents/clients than is generally expected.

An Australian born co-worker is angry and tells other workers that Annan is lazy and slow, she often sees him sitting talking with the resident/client instead of getting them into the shower. She has already finished showering two residents and he hasn’t even got the first person in the shower. She says this is typical of Thai workers; they spend too much time on ‘talk’ and not enough time on ‘work’.

**Activity:**

Your group is to take on the role of Annan. What would be helpful to make you feel included and valued as an individual in your workplace.

**Discussion:**

1. What could be an alternative to this scenario?
2. What might be some of the visible and/or invisible cultural characteristics that may be helpful to understand who Annan is?
3. What assumptions are made about Annan?
4. What is a value that is important to the co-worker?
5. What about Annan, what values does he hold?
6. What about the person centred approach vs the task centred approach?
Activity | Purpose and Key Points
--- | ---
Discussion (10 mins) | **Bring groups back to share** their thoughts on the case study, in particular what attitudes and behaviours need to change. What strategies could you use to resolve this situation?

Focus the discussion on the groups’ ideas on what needs to occur for individuals to feel valued and included in the workplace environment.

**Key Messages**

- Are there any stereotypes in the scenario? E.g. typical Thai, lazy, slow and talks too much; I’m a better worker because I can shower people twice as fast as others.
- What needs to change in order to acknowledge differences? E.g. acknowledge the difference in values e.g. value of relationships, value of keeping to timeframes. Both are important, is there a way to do both, e.g. talk while showering?
- What can we do to reflect on our behaviour and why we get so upset? E.g. seek reflective supervision to talk about what is affecting us and why; check out the invisible characteristics of a person’s culture before making assumptions?

Journal entry | Ask participants to reflect on their learning and create a journal entry in their **learning journal**.

WB pg 89

Close (5 mins) | **Conclude the session** by revisiting the learning outcomes.

Go around the group and ask individuals to contribute one piece of learning from their journal entry they will commit to action.

Thank the group for their participation and close appropriately.

**END OF MODULE TWO**
MODULE 2 – WHO AM I?

Notes:

Knowing others is wisdom, knowing yourself is enlightenment. – Lao Tzu
MODULE 3

My Emotions and Me

For Care and Support Workers

Facilitator Guide
## Module 3 Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30 minutes</td>
<td>Emotions, Hello!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Break</td>
<td>5 minutes</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>55 minutes</td>
<td>Practice Makes Perfect</td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>End of Module 3</td>
</tr>
</tbody>
</table>

### Symbols Used

- **Information for the Facilitator**
  - to take note of prior to the activity

- **PowerPoint presentation**
  - (video clips are included in the slide presentation)

- **Workbook needed for an activity**

- **Reflection Activity in Learning Journal**

- **DVD activity**
  - (DVD clips are embedded into power point presentations – DVD is included in facilitator resources as a backup)

- **Activity**

- **Whiteboard Activity**

- **Key Messages**
Module 3 – Learning Outcomes

By the end of this module participants will be able to:

- Recognise their emotional responses to a situation.
- Account for their emotional and behavioural responses.
- Craft personal responses to a scenario.
- Identify what challenges their values/beliefs.

**Time** 1.5 hours

**Equipment** Laptop, data projector, speakers

**Resources** Activity Cards

**PowerPoint**
- PPT 3.1 Cover Slide
- PPT 3.2 Awareness Video Clip
- PPT 3.3 Alternative Scenario
- PPT 3.4 Core Abilities
- PPT 3.5 Road Blocks

---

**Session Brief**

**Session 1:**
This session encourages participants to explore the elements of emotional intelligence by working through a case scenario to look at each of the components.

**Session 2:**
Participants will apply the elements of emotional intelligence by participating in various activities and discussions relevant to their workplace.
Session Planning

By the end of this module participants will be able to:

- Recognise their emotional responses to a situation.
- Account for their emotional and behavioural responses.
- Craft personal responses to a scenario.
- Identify what challenges their values/beliefs.

<table>
<thead>
<tr>
<th>Module 3</th>
<th>1.5 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time</strong></td>
<td><strong>Activity</strong></td>
</tr>
<tr>
<td><strong>Session 1</strong></td>
<td><strong>Emotions Hello! (30mins)</strong></td>
</tr>
<tr>
<td>5 mins</td>
<td>Welcome / Housekeeping</td>
</tr>
<tr>
<td>10 mins</td>
<td>Discussion</td>
</tr>
<tr>
<td>10 mins</td>
<td>Group Exercise</td>
</tr>
<tr>
<td>5 mins</td>
<td>Facilitated Discussion</td>
</tr>
<tr>
<td>5 mins</td>
<td>BREAK</td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td><strong>‘Practice makes ‘Perfect’ (55 mins)</strong></td>
</tr>
<tr>
<td>30 mins</td>
<td>Group exercise</td>
</tr>
<tr>
<td>15 mins</td>
<td>Group Discussions</td>
</tr>
<tr>
<td>5 mins</td>
<td>Entries into Learning Journal</td>
</tr>
<tr>
<td>5 mins</td>
<td>Close</td>
</tr>
</tbody>
</table>

*End of Module 3*
<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose and Key Points</th>
</tr>
</thead>
</table>
| **Facilitator Note** | This session will introduce the concepts of emotional and cultural intelligence through activities that specifically focus on each component. The following information is useful to help in facilitating discussions during the activities.  

*How do we relate to people? How does that impact on our relationships and the environment in which we live?*  

We process emotions 60,000 times faster than thought processes. Therefore it is important to be conscious of the effect that our emotions have on us and others in any type of communication environment. When we raise our awareness we can manage our behaviour and respond appropriately to others to enhance our working relationships. |

---

**Emotional Intelligence** | **What is emotional intelligence?**  

Emotional intelligence is the ability to identify, use, understand, and manage your emotions in positive and constructive ways. It’s about recognising your own emotional state and the emotional states of others. Emotional intelligence is also about engaging with others in ways that draw people to you.  

**Emotional intelligence consists of four core abilities:**  

1. **Self-awareness** – The ability to recognise your own emotions and how they affect your thoughts and behaviour, know your strengths and weaknesses, and have self-confidence.  

2. **Self-management** – The ability to control impulsive feelings and behaviours, manage your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.  

3. **Social awareness** – The ability to understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognise the power dynamics in a group or organisation.  

4. **Relationship management** – The ability to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.  

Use the following link to access the full article:  
http://www.darley.com/rakdownloads/insidedarley/sept11/raising_emotional_intelligence.pdf?phpMyAdmin=09d6b9d90155752621e71754347eee7c
### Session 1
#### Emotions, Hello! (30 mins)

<table>
<thead>
<tr>
<th>Facilitator Note</th>
<th>Purpose and Key Points</th>
</tr>
</thead>
</table>
| **Facilitator Note** | The activity in this session gets participants to reflect on how they responded to a situation at work. The intent of the activity is to have them work through their scenario to identify how they felt, what they thought and what was the outcome i.e. what did they do.  

Connect the scenario discussions to the possibility of using a different approach that can enhance relationships in the workplace.  

The session starts off with a video clip to get participants to think about how we can be so focused on a task that we become oblivious to what is going on around us. |

<table>
<thead>
<tr>
<th>Activity</th>
<th>PPT 3.2 Video clip</th>
</tr>
</thead>
</table>
| **Welcome (5 mins)** | Welcome participants back for Module 3. Explain that today participants will explore how important their awareness of their emotions can enhance how they respond in particular situations.  

Refer to the video clip and link to the concept that when we are only task focused we can miss the opportunity to acknowledge what is going on for us as well as what is happening around us. This includes how we are feeling and responding in different situations. When we are aware we are better prepared to respond appropriately.  

Link this sessions learning to previous modules. Explain that now we have some understanding of our values and beliefs about the characteristics of culture. We are going to explore this using a workplace scenario.  

We can enhance our workplace relationships by being aware of how we can respond appropriately. |

<table>
<thead>
<tr>
<th>Activity</th>
<th>My Emotions</th>
</tr>
</thead>
</table>
| **Discussion (10 mins)** | Ask participants to think of a recent time when they felt frustrated with someone at work who was from a different culture to their own.  

Refer the group to the worksheet in their workbooks to reflect on the following:  

- What did you think at the time?  
- What types of feelings did you experience?  
- What did you do?  
- Did anyone else notice how you were feeling? What did they do?  
- Were any values/beliefs that you hold challenged? |

Give participants five minutes to reflect on the questions. Ask them to then find another person to discuss their experience with.  

Lead a discussion by encouraging participants to consider the triggers that caused their emotional response. Are we aware of how these types of situations affect us? |

<table>
<thead>
<tr>
<th>Activity</th>
<th>WB 3.1 pg 26</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facilitator Note</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Activity | Purpose and Key Points
--- | ---
**Facilitator Note** | To help participants to link their learning to the concepts of emotional intelligence, use a scenario as an example for the whole group to work through. The workplace scenario can be one of the participants from the previous activity if they are willing to share, the alternative scenario below or one of your own. Ensure that the scenario reflects a cultural experience.

If the group is hesitant to share their scenario, use the alternative workplace example below or one of your own.

The intent is to be able to apply the four core abilities of emotional intelligence to the scenario by facilitating the group to come up with examples from the scenario used that either demonstrates the core ability or what could have been done.

| Group exercise | Use a workplace scenario and lead a discussion that highlights examples of the four core abilities of emotional intelligence.
--- | ---
**PPT 3.3 Alternative workplace scenario example** | **Photocopy for use in class**
A support worker, Sally has asked a co-worker Ling if she can help to get a resident/client, Mr Brown, out of bed to have a shower.

Sally is feeling frustrated with Ling as she thinks Ling is too slow. Sally is busily preparing Mr Brown to be showered. She has the shower on and Mr Brown’s clothes laid out on the chair. Ling has a towel ready and Mr Brown’s personal items.

They are getting prepared to transfer Mr Brown on to a shower chair, when another worker comes in to ask Sally for help to handle an urgent situation with another resident/client.

Sally asks Ling if she can get Mr Brown into the chair by herself.

The care plan states that it is a two-person assist but Ling is hesitant to say anything. Sally responds with the following:

“Can’t you see I’ve been called away, I haven’t got time to help you. Surely you’re capable to do it on your own. Come on you’re strong enough to do it on your own. Just take your time and be careful. I’ll be back soon!”

Ling looks anxious but doesn’t say anything.

| Facilitated discussion | Use the scenario to work through examples of the four core abilities:
--- | ---
**PPT 3.4 Core abilities** | 1. **Self-awareness**

**Support worker (Sally)**

What were the feelings that Sally was experiencing? Do you think she was aware of her feelings? Are these feelings familiar to you?

**Co-worker (Ling)**

What feelings was Ling experiencing? Are these feelings familiar to you?

2. **Social-awareness**

**Support-worker (Sally)**

Do you think Sally was aware of how Ling was feeling? What about how Mr Brown was feeling?

**Co-worker (Ling)**

Was Ling aware of how Sally or Mr Brown might be feeling?
### Activity | Purpose and Key Points
--- | ---
Facilitated discussion | 3. Self-management

**Support-worker (Sally)**
How did Sally manage the situation? What could she have done differently to acknowledge how Ling was feeling? What about acknowledging how Mr Brown might have felt?

**Co-worker (Ling)**
How do you think Ling coped with the situation? **What could Ling have done differently?**

4. Relationship management
What kind of impact do you think this situation had on the following relationships, between:

- Sally and Ling
- Sally and Mr Brown
- Ling and Mr Brown

**Discussion:**
If Ling does work by herself, what could be the consequences?
Given your discussions above, what needs to happen to be able to communicate clearly, work well with other team members, and manage any conflict.

---
**Summary**
Summarise the key points from the session.

**BREAK (5 mins)**
End of Session 1
**Session 2 Practice makes Perfect! (55 mins)**

**Facilitator Note**

This session uses multiple activities for participants to relate to a scenario.

There are five activities. Participants work in small groups and are given a brief scenario and will choose an appropriate outcome.

The activities focus on an element of emotional intelligence. Participants are encouraged to collaborate to work out appropriate responses to a situation. They will learn how they each perceive situations and behaviour differently.

Circulate amongst the groups to monitor progress and ensure that everyone is included in the group process and decision-making. It is important that the quieter members of the group are able to contribute their perspective.

**Activity Purpose and Key Points**

**Group participants into small groups** of three or four people. Once groups are formed explain how the activity will work.

**Instructions:**

Each group is given a brief scenario. They will be given information to make decisions as to which direction they will take.

There are five different tasks to apply to the scenario:

**Activity Cards**

- Scenarios
- Emotions cards
- Expression cards

**Task 1** What am I feeling? (Self-awareness – 8 mins)

(Groups are given a set of cards with an emotion written on each card. They use their scenario to decide what types of emotions fit the scenario.)

**Task 2** Take your pick! (Self-management – 8 mins)

(Groups receive a set of cards with various facial expressions and body language. They are to identify what each expression means for them and then decide what is an appropriate reaction or response, e.g. how they would respond in their scenario.)

**Task 3** Hey, how are you? (Social-awareness – 8 mins)

(Groups are to consider how others might be feeling, their needs, picking up on any emotional cues, are there any power dynamics going on in relation to their scenario.)

**Task 4** You choose! (Relationship management – 8 mins)

(Groups are to reflect on their scenario and come up with their response to the situation. They are to explain why their decision is the best option. They will share this with the other groups. The group must all agree on their decision.)

**Road Blocks** Oh, what now!

(These are a set of slides that the facilitator can show at any time during the exercise. Groups will need to consider the information on the slide and decide how they will respond in relation to their scenario, e.g. a care/support worker gives you a confused look; a care/support worker has a strong accent and you can’t understand them.)
<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose and Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group discussion</td>
<td><strong>Bring all the groups back together.</strong> Give each group the opportunity to <strong>read their scenario</strong> to the rest of the groups and tell us what they considered and how they responded to the situation.</td>
</tr>
<tr>
<td>Learning Journal</td>
<td>Ask the group to take a couple of minutes to <strong>enter</strong> their thoughts, ideas or highlights from this session <strong>into their learning journal.</strong></td>
</tr>
<tr>
<td>Close</td>
<td>Conclude the session by revisiting the learning outcomes. Go around the group and ask individuals to contribute one piece of learning from their journal entry today that they will commit to action. Thank the group for their participation and close appropriately.</td>
</tr>
</tbody>
</table>

END OF MODULE 3
A quality decision is not made in the height of emotion. It is easy to diet when you are full. – Joyce Meyer
### Module 4 Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 hour</td>
<td>What do I know?</td>
</tr>
<tr>
<td></td>
<td>Break – 5 minutes</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>30 minutes</td>
<td>Be Curious, Communicate, Empathise, Respond!</td>
</tr>
</tbody>
</table>

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### End of Module 4

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### Symbols Used

- **Information for the Facilitator to take note of prior to the activity**
- **DVD activity (DVD clips are embedded into power point presentations – DVD is included in facilitator resources as a backup)**
- **PowerPoint presentation (video clips are included in the slide presentation)**
- **Activity**
- **Workbook needed for an activity**
- **Whiteboard Activity**
- **Reflection Activity in Learning Journal**
- **Key Messages**
Module 4 – Learning Outcomes

By the end of this module participants will be able to:

- Generate an awareness of personal and group cultural values.
- Acknowledge cultural value differences.
- Name and discuss cultural value differences and their impact in the workplace.
- Identify attitudes towards cultural value differences.
- Discuss an approach to work better with cultural value differences in the workplace.

Time

1 hour 35 minutes

Equipment

Laptop, data projector, speakers

Workbook

WB 4.1 Cultural Values Worksheet

Session Brief

Session 1:

This session encourages participants to explore how much they really know about culture of the people in their workplace. Participants consider how well they know the cultural background of their colleagues and how their cultural characteristics can influence their behaviour in the workplace.

Session 2:

Discussions will explore the differences and similarities between cultures in the group. Participants will identify how this can create difficulties in the workplace in the way we interact and interpret each other’s actions and words and discuss strategies to understand these.
Session Planning

By the end of this module participants will be able to:

- Generate an awareness of personal and group cultural values.
- Acknowledge cultural value differences.
- Name and discuss cultural value differences and their impact in the workplace.
- Identify attitudes towards cultural value differences.
- Discuss an approach to work better with cultural value differences in the workplace.

---

### Module Four

1 hour 35 minutes

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Resource(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td><strong>What do I know? (1 hour)</strong></td>
<td>A4 paper, coloured marker pens or pencils, whiteboard, blue tack</td>
</tr>
<tr>
<td>5 mins</td>
<td>Your Perception Activity</td>
<td></td>
</tr>
<tr>
<td>5 mins</td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>5 mins</td>
<td>Welcome / Housekeeping</td>
<td></td>
</tr>
<tr>
<td>10 mins</td>
<td>Who's, who? Group exercise</td>
<td>3-4 large pieces of paper, coloured pens</td>
</tr>
<tr>
<td>5 mins</td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>5 mins</td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>25 mins</td>
<td>Culture - Group Discussion and Activity</td>
<td>Workbook</td>
</tr>
<tr>
<td>5 mins</td>
<td><strong>BREAK</strong></td>
<td></td>
</tr>
<tr>
<td>Session 2</td>
<td><strong>Be Curious, Communicate, Empathise, Respond! (30 mins)</strong></td>
<td></td>
</tr>
<tr>
<td>15 mins</td>
<td>Meeting in the Middle – Group Exercise</td>
<td></td>
</tr>
<tr>
<td>10 mins</td>
<td>Wrap up</td>
<td></td>
</tr>
<tr>
<td>5 mins</td>
<td>Entries into Learning Journal</td>
<td>Learning Journal</td>
</tr>
</tbody>
</table>

**End of Module 4**
What do I know? (1 hour)

The sessions introduce the concepts of cultural intelligence through activities that specifically focus on each component. The following information is useful to help in facilitating discussions during the activities.

How do we relate to people from other cultures? How does that impact on our relationships and the environment in which we live? It is important to familiarise ourselves with the cultural characteristics of those we work with and to be consciously aware of how this influences our behaviour.

Cultural Intelligence (CI) is a way of looking at how we can all benefit from working with people from different nationalities, work areas, professional backgrounds, personalities and organisational cultures.

What is cultural intelligence (CI)?

CI consists of three dimensions that correspond to the classical division between emotion, understanding and action:

1. The emotional dimension – ‘intercultural engagement’

   This dimension relates to the emotional or feeling component of the situation and the motivation to generate solutions. This dimension is the ‘touch paper’ in the intercultural encounter - the thing that changes fuel into fire and contains both the creative potential and the ‘danger’; the positive driving forces and the stumbling blocks that can destroy or enliven the contact.

   ‘Intercultural engagement’ includes the motivation we have to achieve a fruitful intercultural encounter. Our motivation comes from both, external drivers, goals and objectives such as the need to develop a strategy for innovation; and internal drivers such as curiosity or an attraction to things or people who are different. These drivers determine how much of an investment we are prepared to put into any situation.

2. The cognitive dimension – ‘cultural understanding’

   The cognitive component is the objective or rational component. It is based on reason and the capacity to develop mental structures which enable us to understand the encounter, to think about what is going on and to make judgments based on conceptual frameworks and language. It consists of understanding oneself as a cultural being as well as understanding people with a different cultural background. This dimension requires knowledge about what culture is as well as knowledge about the characteristics of our own and others’ cultures. It also consists of cognitive flexibility and the ability to transfer experience from one kind of cultural encounter to another.

3. The Action dimension – ‘intercultural communication’

   This component is about what happens during an encounter, what we decide to do based on our judgments about the situation coming from the emotional and rational data we have collected. The action dimension is the activity and communication during the cultural encounter, what each participant actually does in this encounter. It consists of various types of interpersonal communication, for example, listening, questioning, summarising, agreeing or disagreeing etc. as well as skills which we have learned to manage relationships in general involving body language, etiquette, rituals, rules and techniques.

   The action dimension brings the other two dimensions of cultural intelligence into play.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose and Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading References WB pg 31</td>
<td>In addition to your own resources, below are website links to readings that can support your discussions on this topic:</td>
</tr>
<tr>
<td></td>
<td>Cultural Intelligence</td>
</tr>
</tbody>
</table>
## Session 1
### What do I know (1 hour)

**Facilitator Note**

WB pg 31

To work well in a culturally diverse workplace means that we need to relate comfortably with others who are from a wide range of different ethnic/cultural and linguistic backgrounds.

We each have a responsibility to be aware of where we are at in our level of understanding, knowledge and skills when interacting and providing services to those who are significantly different from us.

There are an extensive range of qualities and values that can help to develop our cultural awareness such as: curiosity, empathy, kindness, humour, persistence, patience, courage, humility, sensitivity. These traits are all accessible to us, for some they come naturally, while others find it hard work.

The positive outlook is that we can learn to be more culturally aware and responsive to others needs and situations by being open to other possibilities. Knowledge creates understanding which in turn influences our attitudes, values and beliefs.

When we really ‘hear’ the intensity of the migrant/refugee experience, or the colleague who has family living in a war torn country and is constantly worried, or the family who are struggling to care for a parent who has dementia, or the mother whose son is in residential care with a severe brain injury, it can touch our hearts and open our minds to what the most important thing in life, people and relationships.

The experience can be enriching, we don’t need to ‘know it all’ we just need to be a willing participant and know the right questions to ask.

The opening exercise is a fun way to encourage people to think about the way they view each other, the world around them or their workplace.

### Activity Preparation

Make two large signs one with LOW and another with HIGH for the continuum.

### Activity

**Purpose and Key Points**

This exercise will help to demonstrate diversity at a very basic level. It will also encourage creativity and help participants understand a little more about each other.

**Task:** Give participants an A4 sheet of paper each. Explain that they will have three minutes to draw an object on their paper.

- Explain that you will not be answering any questions and that they are to work on their own without talking or showing their drawings to others.
- Ask participants to find a space in the room on their own.
- When they are ready instruct them to draw a pair of ladies shoes. Remind them that they have three minutes.
- At the end of the task collect their drawing and stick them on the flip chart or whiteboard.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose and Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lead a discussion</strong> with the group to get their thoughts on the drawings and their feelings when asked to do the task.</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion</strong></td>
<td><strong>Key messages:</strong></td>
</tr>
</tbody>
</table>
| **(5 mins)** | - No two drawings are the same.  
- Differences in styles, colours etc.  
- Differences in interpretation.  
- People have different preferences.  
- May raise feelings of anxiety because of a feeling of being judged on their drawing ability or level of creativity.  
- Feeling anxious that they may be wrong.  
- Not being able to ask questions, your left to your own perception of what is expected. |
| **Ask participants to choose a drawing and guess who drew it.** Ask for a volunteer to share their thoughts and explain what makes them think it belongs to the person they chose. What did they base their decisions on? Ask if any of the other participants agree or have any other thoughts on this decision. |
| **Ask the person who drew the picture** to share how they felt while their picture was being discussed. |
| **Encourage a discussion** on how our values and view of the world around us shapes our views. |
| **Ask another participant to have a go.** |
| **Welcome** | **Welcome the group to module 4** and explain that the previous exercise was a basic way of looking at differences and similarities (we all like comfortable shoes). Today’s workshop is going to explore what we know about other people we work with. We will explore how culturally in tune we are. |
| **(5 mins)** | Review the learning outcomes for module 4. |
| **Facilitator Note** | This next exercise is used to get participants to think about what they know about their staff’s culture, if anything. The intent is to have them start by creating a pictorial representation of their work site. |
| | Don’t be too particular about the groups getting the structure accurate. It is important for them to at least identify who they work alongside day to day. |
| | They will need to identify the ethnicity of their staff. Allow them to communicate with one another if they can’t remember someone’s ethnicity. This list will be used to choose three or four different ethnicities to explore. Circulate around the groups to identify the ethnicities identified. When choosing these ethnicities, consider choosing those that may be least understood in the workplace such as, recent migrants. Ethnic groups which reflect your workplace such as Australian, African, Indian etc. |
| | Where possible try to ensure that there is a spread of different ethnic cultures in each group. This will help when groups are discussing what they know about the different cultures. |
### Activity

<table>
<thead>
<tr>
<th>Group exercise</th>
<th>Purpose and Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who’s, Who?</strong> (10 mins)</td>
<td>In small groups participants are to <strong>draw a diagram for their work site</strong> to show the different ethnic groups that they work with. <strong>Explain</strong> that they can draw any representation they like. etc. <strong>Once completed</strong> ask each group to place their sheets on the wall at the front of the room. Allow groups to check out each other’s diagrams. <strong>Create a discussion</strong> to highlight what stands out in their diagrams. What things do we need to consider in the workplace through having such a diverse cultural mix?</td>
</tr>
</tbody>
</table>

### Key Messages:
- Multicultural workplace.
- Working with difference can be difficult.
- The need to understand the value base of other cultures and each other.
- Our choice of how we will respond in different situations will impact on the relationship we have with each other.

### Facilitator Note

This next activity will be conducted in two parts.

**Part One** is facilitated as a group activity where participants place themselves on a continuum where, one end of the continuum is low and the other high. They use a worksheet in their workbooks to record their rating.

**Part 1** Assessing my culture group’s values.

Participants will assess on a continuum what they think the core values are for the culture group that they identify with.

**Part 2** Comparing their results with other culture group values.

The intent of this activity is to have participants explore the differences between their own cultural group values and those of others in the group.

We want participants to be aware of value differences across cultures; however, it can be difficult to engage them in discussions about value differences, especially if they do not have direct experience with cultural differences or ways to understand how these differences impact everyday situations. This activity offers an easy way to begin exploring and talking about cultural differences.

### Lead a discussion

with the group to link the learning from previous modules.

**Key Messages:**
- Self-awareness (Important to know your own cultural values in order to work better with other cultures).
- Making cultural differences important in the workplace can help to make the workplace culturally inclusive.
- Utilising cultural knowledge helps to develop better working relationships.
- Stereotyping can be limiting by making assumptions that are incorrect, however, if checked out they can be helpful by providing a sense of commonality and community.

Checking our emotional response to situations and the impact on others will help to ensure that our responses are appropriate.
**Activity** | **Purpose and Key Points**
---|---
Culture Group continuum – Part I  
Instructions (5 mins)  
Cultural Values Worksheet WB 4.1 pg 32  
Facilitator Note  
Continuum exercise (20mins)

**Highlight** that this exercise will revisit core cultural values participants have identified and discussed in previous modules. We will use this to further explore the differences in cultural values within the group.

Explain the exercise to participants:

- The continuum has two extremes, LOW (a weak orientation) at one end and HIGH (a strong orientation) at the other.
- Facilitator to summarise the information as examples of this continuum.

Participants will place themselves where they think people from their culture (emphasise that the values are from a group not individual perspective) would be in relation to the two extremes and think of examples that support their decision.

- e.g. *Individualism* – I am responsible for getting tasks done in a certain timeframe. I need to get it done before 8.30am.
- *Collectivism* – We’ll get the job done, we don’t have to do it all before 8.30am. It will get done before the end of the day.

Refer participants to the worksheet in their workbooks to record where they placed on the continuum.

**Facilitator Note**  
While some participants will find it easiest to compare the two values and mark themselves high in one and lower in the other, it’s possible they will feel they can independently rank these and be similar on both the dimensions; for example, they may be fairly high on both formality and informality depending on the situation. What is most important is that they are able to give specific ideas and examples relating to their rating.

Participants may revert to their individual cultural values which may have shifted from the values of their identified cultural group. Use the discussion to help participants check the difference. When people feel stressed or pressured they are likely to revert to their individual cultural value.

**Begin reading the statements** and ask participants to place themselves on the continuum and then record their decision on their worksheet.

Encourage discussion where appropriate. If participants are at extreme ends of the spectrum have them describe what it looks like from where they are standing. Encourage the use of examples in the workplace.

- *Directness* – Speaking directly to my co-worker when something bothers me is important. I make sure to look my co-worker in the eye when communicating.
- *Indirectness* – I am concerned about ‘keeping the peace’ at work and compensate for other’s behaviour. Looking someone in the eyes is rude and I feel uncomfortable doing this. I would rather let the situation go and hope that the other person will realise what they have done and adjust their behaviour.

**Note:** Participants may have identified that they are from the same cultural group but have a different perspective on where people from that culture may sit e.g. *Australian*.

Discuss why there is a difference, e.g. identified *Australian*, however, one person may be overseas born (South African/Polish) and be relating to their individual cultural differences.

Proceed until all statements have been read out.
Module 4 – Working With Each Other

Session 2  Be Curious, Communicate, Empathise, Respond (30 mins)

Facilitator Note

The intent of this session is to have groups look more closely at their differences and how this might impact in the workplace. They will use the concepts of cultural intelligence to consider strategies to help work through complex situations.

Groups will be formed for this exercise. Ensure that there is a spread of different cultures in each group.

Facilitation skills

It is important that participants do not engage in conversations where cultural values are viewed as the wrong way of doing something. (Refer to cultural spectacles). Facilitators must be clear when instructing groups in this activity that the objective is to understand the difference and find ways to work with it.

Where there is a conflict with the organisation’s policies and legislation, it is important to ensure that participants understand that they also have an obligation to follow the policies and legislation relevant to their organisation.

Activity Purpose and Key Points

Meeting in the middle (15 mins)

Explain to the group the importance of acknowledging and respecting differences and the benefits that sharing differences and ideas can bring. Share the following quote (known as the serenity prayer),

God, grant me the serenity to accept the things I cannot change,
Courage to change the things I can,
And wisdom to know the difference.

There will be things that we do not have control over or the ability to change. However, if we look at it for what it is and are courageous in changing our behavior, we can influence positive change in the way we approach situations,

E.g. I get frustrated with not being able to understand people with strong accents. I can choose to blame this person for not adapting their pronunciation and intonation or I can let them know I am having difficulty understanding and if they could help me out by slowing their speech down a little. I could also ask if they understand my accent.

We only have the power to change our own behaviour not others.

Form small groups and allocate each group one of the following cultural values from their worksheet:

2. Equality / Hierarchy
3. Polychronic / Monochronic Time
5. Activity / People
9. Directness / Indirectness
### Module 4 – Working With Each Other

**Activity** | **Purpose and Key Points**
--- | ---
**Group Exercise** | **Groups are to do the following:**
- Compare the ratings that they gave themselves for the cultural value allocated to their group.
- Choose one that has very different ratings amongst the group.
- Using a large sheet of paper, draw a line down the middle. Write the headings for their value in the columns, e.g. on one side write Equality and on the other Hierarchy.
- Number 1 – 4 spaced out down the left side of the paper.

**Groups are to discuss and record the following:**
1. Be curious! Discuss examples of what the rating looks like by using an example in the workplace of the different ratings.
2. Communicate! How does this knowledge challenge each other’s value base and what we think about each other’s functions?
3. Empathise! What does it feel like to step into the shoes of the person who has a different view from you?
4. Respond! What might you need to do to respond appropriately to the person who has a different value base?

---

**Wrap up (10 mins)** | **Bring the groups back together.** Using their information on their sheets they are to share their discussions with the other groups.

**Learning Journal** | **Learning Journal WB pg 89**
--- | ---
Ask the group to take a couple of minutes to enter their thoughts, ideas or highlights from this session into their learning journal.

**Close (5 mins)** | **Conclude the session by revisiting the learning outcomes.**
--- | ---
**Go around the group** and ask individuals to contribute one piece of learning from their journal entry that they will commit to action.
Thank the group for their participation and close appropriately.

---

**END OF MODULE 4**
Below is a description of some core cultural values. These are presented as two extreme orientations.

1 Individualism (primary importance of the self) | Collectivism (primary importance of the group)
--- | ---
**While you may seek input from others,**
- You are ultimately responsible for your own decisions regarding where you live, where you work, and family responsibilities.
- You have a sense of pride in being responsible for yourself and know that others expect you to be independent.
- If you do something wrong, you feel guilty and are concerned about how this reflects upon you.

**You make important life decisions based on the needs of the group,**
- You put the well-being of the group ahead of your own.
- You make major life decisions in consultation with your family, friends, and co-workers.
- You believe that looking out for others protects one’s self and that group harmony is the greatest good.
- As a child, you’re taught to depend and rely upon others, who in turn could rely upon you.
- Identity is a function of one’s membership or role in a primary group.
- If you do something wrong, you feel ashamed and are concerned about how this reflects on your group.

2 Equality | Hierarchy
--- | ---
- You believe that people should interact with each other on a level playing field.
- While differences such as age and economic standing obviously exist, you don’t feel these should be used as the basis for interacting with others. For example, you prefer to be on a first-name basis with your instructors, boss, and co-workers.

- You believe strongly in status differences and that people should be treated according to their standing. Teachers, for example, are experts and should be referred to by their titles.
- At work, you would defer to the views of your seniors and use forms of address congruent with their standing.
- Hierarchy is the fact of life and gives everyone a sense of their place in the world.
### Module 5 – What does our workplace look like now?

<table>
<thead>
<tr>
<th>3</th>
<th>Polychronic Time</th>
<th>(time as an unlimited good)</th>
<th>Monochronic Time</th>
<th>(time as a precious commodity)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>You feel that time is an unlimited good and available as needed.</td>
<td>-</td>
<td>You feel that time is a precious good. It should not be wasted.</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>People should take the amount of time necessary to do what they need to do.</td>
<td>-</td>
<td>Human activities must be organised with careful recognition of this fact.</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Life does not follow a clock; things happen when they are supposed to happen.</td>
<td>-</td>
<td>You take great care to plan your day to make sure you arrive to work, and meetings with friends and family on time.</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Promising to meet someone at a certain time is not a commitment set in stone. Rather, appointments and social gatherings happen when the time is right. For example, a meeting won’t start until all the people are there who were invited; when they have arrived is when the meeting is supposed to begin.</td>
<td>-</td>
<td>It is unthinkable to waste someone else’s time. A meeting must start at the designated time out of respect for everyone’s time commitments and other obligations.</td>
<td></td>
</tr>
</tbody>
</table>

**Time unlimited**  
**Time is precious**

<table>
<thead>
<tr>
<th>4</th>
<th>Meritocracy (achievement based on what you do)</th>
<th>Ascription (achievement based on who you are)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>You believe that people should be judged on merit and that they should earn their position and status in life.</td>
<td>You believe that a person’s family background, age, gender, ethnicity, and other characteristics are very important in determining a person’s status or standing in the community.</td>
</tr>
<tr>
<td>-</td>
<td>What is fair for one is fair for all. You know that when you graduate, the jobs you get will be because you have earned them. They won’t be given to you because of who you are, but because of what you have accomplished.</td>
<td>This also establishes how you should interact with the person. For example, you would likely assume that older persons are going to be much more knowledgeable than younger ones and that their knowledge should be respected. That is how things work in the world.</td>
</tr>
<tr>
<td>-</td>
<td>You wouldn’t select people to do a job, for example, simply on the basis of their age; being older in your culture does not automatically mean being wiser.</td>
<td></td>
</tr>
</tbody>
</table>

**Achievement based on what you do**  
**Achievement based who on you are**

<table>
<thead>
<tr>
<th>5</th>
<th>Activity</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>Your day is scheduled with a number of activities including work, studying and social time with friends.</td>
<td>Who you are with is more important than what you are doing.</td>
</tr>
<tr>
<td>-</td>
<td>You are strongly motivated to be doing something constantly. In your culture, for example, you ask people upon first meeting them what their job is or what activities they have been engaged in.</td>
<td>Rather than schedule specific activities, you are most likely just to spend time with your friends and family.</td>
</tr>
<tr>
<td>-</td>
<td>Even when getting together with family and friends, you may plan an activity, like playing a sport or going to a movie.</td>
<td>Being with others is particularly important in your culture.</td>
</tr>
<tr>
<td>-</td>
<td>You are likely to be very task-oriented. Fundamentally, a high and positive value is placed on activity.</td>
<td>The quality of your interpersonal relations is very important; you would not let a task get in the way of a relationship.</td>
</tr>
</tbody>
</table>
6  **Change, Progress, Risk Taking**  
- You know that almost everything around you will change—even the friends you have throughout your lifetime.
- You look forward to change and feel that it brings many positives to your life.
- Change in your culture is a good thing; it means progress.
- Lack of change leads to stagnation. This emphasis on change translates into people being willing to take risks and try new things.

7  **Formality**  
- You feel that people should communicate and relate to each other in a manner that strictly conforms to what is considered to be appropriate. For example, a younger person would be obligated to address and interact with an older person in a particular way that shows deference to that person’s age and status (for example, using one’s first name in such an encounter might be unacceptable).

8  **Directness**  
- In your culture, being direct is the way to communicate and interact. If there are problems, it is important to have face-to-face conversations to resolve them.
- If you are not direct, you feel you are doing the other person a disservice.
- You are also concerned that you might be seen as dishonest if you are not forthright.
- Trust in your culture is based on direct, open, person-to-person communication.

Stability, Tradition, Risk Aversion  
- You feel it’s important to keep traditions because they bring a positive and expected rhythm to life. Friends you’ve had since you were young will be your most important friends throughout your life.
- Stability gives meaning to life. Change for its own sake doesn’t make sense because it disrupts the rhythms, pace, and meaning of life. It can also disrupt longstanding relationships.
- This value orientation means people are uncomfortable taking risks, preferring to do things as they have been done in the past.
MODULE 5 – WHAT DOES OUR WORKPLACE LOOK LIKE NOW?

Notes:

We may have all come on different ships, but we're in the same boat now.
– Martin Luther King Jr
MODULE 5

What Does Our Workplace Look Like Now?

For Care and Support Workers

Facilitator Guide
Module 5 Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>45 minutes</td>
<td>Learning review</td>
</tr>
</tbody>
</table>

Break – 5 minutes

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>40 minutes</td>
<td>‘Our Workplace’ review</td>
</tr>
</tbody>
</table>

End of Module 5

Symbols Used

- **Information for the Facilitator** to take note of prior to the activity
- **DVD activity** (DVD clips are embedded into power point presentations – DVD is included in facilitator resources as a backup)
- **PowerPoint presentation** (video clips are included in the slide presentation)
- **Activity**
- **Workbook needed for an activity**
- **Whiteboard Activity**
- **Reflection Activity in Learning Journal**
- **Key Messages**
Module 5 – Learning Outcomes

By the end of this module participants will be able to:

- Review their learning from modules 1 – 4.
- Identify examples of work practices using knowledge and techniques learned.
- Identify further areas of development.
- Develop practice skills using examples discussed.

<table>
<thead>
<tr>
<th>Time</th>
<th>1.5 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment</td>
<td>Laptop, data projector, speakers</td>
</tr>
<tr>
<td>DVD</td>
<td>Culture, Communication and Relationships at Work</td>
</tr>
<tr>
<td>Workbook</td>
<td>WB 5.1 Scenario 2 – Workplace Awareness – Video Dialogue</td>
</tr>
<tr>
<td></td>
<td>WB 5.2 Our Workplace Review - Continuum</td>
</tr>
</tbody>
</table>

Session Brief

Session 1:

This module is structured to give participants the opportunity to review their learning from modules 1 - 4. They will reflect on and discuss examples of how they have applied aspects of their learning within the workplace. Participants will have an opportunity to identify any aspects that they may be having some difficulty with and work in groups to consider ways to help manage any issues.

Session 2:

The group will revisit the 'Our Workplace’ sheet to discuss, update / revise the examples developed in module 1.
Session Planning

By the end of this module participants will be able to:

- Review their learning from modules 1 - 4.
- Identify examples of work practices using knowledge and techniques learned.
- Identify further areas of development.
- Develop action steps to help work toward achieving their ideal workplace.

<table>
<thead>
<tr>
<th>Module 5</th>
<th>1.5 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time</strong></td>
<td><strong>Activity</strong></td>
</tr>
<tr>
<td><strong>Session 1</strong></td>
<td><strong>Learning Review (45 mins)</strong></td>
</tr>
<tr>
<td>10 mins</td>
<td>Review Exercise</td>
</tr>
<tr>
<td>5 mins</td>
<td>Discussion</td>
</tr>
<tr>
<td>15 mins</td>
<td>DVD Scenario One – Iris</td>
</tr>
<tr>
<td>10 mins</td>
<td>Aspects that are not going well.</td>
</tr>
<tr>
<td>5 mins</td>
<td>Discussion</td>
</tr>
<tr>
<td>5 mins</td>
<td><strong>BREAK</strong></td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td><strong>Our Workplace Review (40 mins)</strong></td>
</tr>
<tr>
<td>30 mins</td>
<td>Our Workplace – Continuum</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>5 mins</td>
<td>Entries into Learning Journal</td>
</tr>
<tr>
<td>5 mins</td>
<td>Close</td>
</tr>
</tbody>
</table>

**End of Module 5**
**Facilitator Note**

This module is provided as a review of the material participants have covered to date.

The purpose of these sessions is to achieve three goals:

1. Review the material covered to date.
2. Establish and build on the learning that has occurred.
3. Connect the learning to workplace experiences and identify any further opportunities to improve practice.

**Structure**

The structure of this session is to be guided by the facilitator.

This guide sets out suggested activities that the facilitator can use to support the learning; however, the sessions should be guided by the facilitator recognising the needs of the participants during the session.

**DVD**

The DVD supplied for this course ‘Culture, Communication and Relationships at Work’ has clips used for this program. The clips can be used to create discussions around many learning points for this program. Only two clips have been used in the module sessions for the program, however, you are encouraged to re-use these clips as well as others to discuss additional learning topics.

There are three clips on the main menu and supplementary clips in the sub-menu.

The DVD menu includes:

**Main Menu**

1. Workplace Awareness – Modules 5 and 12 – Iris
2. If it is to be, it is up to ME! – Module 7 – Angela
3. Listen to Hear – Module 8 – Leon

**Supplementary Clips (not used in any modules)**

The first three clips are about negotiating and making requests in the workplace:

4. Workplace Integrity
5. Making a Request
6. Offering a Solution

The next clips are about a worker coaching and mentoring

7. Who’s Mentoring Who?
8. To Tell or Not to Tell

‘Our Workplace’

The sheet that participants completed in Module One to generate ideas on how they can work better with people of different cultural backgrounds.

**Note:** The ‘Our Workplace’ sheets have been consolidated using all the sheets developed from each of the groups trained on one site. These sheets will be presented to the group in this session.

**Summary of module 1 – 4 content**

The sessions cover the following subject matter:

**Module One – Our Workplace**

- Organisation goals and expectations.
- Describe a workplace where cultural differences are important.
- Our workplace - examples of working better with different cultures in the workplace.
### Module 2 – Who Am I?
- Describing culture.
- Characteristics of culture – Iceberg model.
- Values / beliefs.
- Stereotypes in the workplace.

### Module 3 – My emotions and me!
- Self-awareness – recognise and understand our emotions.
- Self-management - manage our emotions in a positive and constructive way.
- Social awareness – recognising emotional states of others.
- Relationship management – ability to develop and maintain relationships.

### Module 4 – Working with each other
- Awareness of personal and group cultural values.
- Opportunities / difficulties when working with people from another culture.
- The need to understand the value base of other cultures.
- How we respond in different situations impacts on the relationship we have with each other.
- Making cultural differences important in the workplace helps to ensure that the workplace is inclusive.
- Utilising cultural knowledge helps to develop better working relationship.

---

**Session 1 Learning Review**

The following are suggested activities. The allocated timeframe for these activities is 45 minutes. You will need to ensure that you allocate sufficient time for the suggested activities to ensure that time allocated to the final activity is not compromised.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review exercise</td>
<td>Divide groups into four and allocate a module per group to review what they learned.</td>
</tr>
<tr>
<td>2. Explore examples of learning in the workplace.</td>
<td>Ask participants to discuss how they have tried to use elements of what they have learned in workplace situations.</td>
</tr>
</tbody>
</table>
| 3. DVD Scenario One – Iris | Use the DVD clip to get supervisors to identify examples of the following:  
  - Underlying values and beliefs  
  - Stereotyping  
  - Cultural differences  
  - Racism  
  Form groups and ask participants to consider:  
  - What could Iris have done differently to consider her own needs as well as other’s needs?  
  - Sharon is the supervisor, what could she have done differently to manage the situation? |
| 4. Identify aspects of learning in the workplace that are not going so well. | Form groups. In their role as a care or support worker, groups discuss the aspects that are not going well in the workplace.  
  Choose one aspect from your discussion and develop two short skits to demonstrate this to other groups.  
  The first skit is to demonstrate how the aspect chosen is not working.  
  The second scenario demonstrates how this aspect can work well in the workplace. |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose and Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Look for opportunities to improve.</td>
<td>Participants discuss how they can look for opportunities to improve how they work with each other. What have others done in these situations?</td>
</tr>
</tbody>
</table>

**Session 2  Our Workplace Review (40 mins)**

The following must be used as the closing session for the module:

**Revisit the ‘Our Workplace’ sheet from Module One.**

Explain to the group that the sheets developed in module one were collected from each group’s onsite training session and has been consolidated to reproduce one sheet that reflects the collective view. Are there any other examples that they would like to add?

Review the sheet with the group going through each idea from each group on site. Refer participants to their workbook page to record each example in the left hand column.

Ensure that participants record the examples using the same number as this will also be used in module 9 and eleven. There is space for twelve examples if there are more than this, participants can use their notes page to create more.

**Use a continuum** to get participants to rate how well they think each example is working out in the workplace. One end of the continuum ‘Perfect’, the other end ‘Need help’

Divide participants into three groups.

Each group is to discuss and rate each example. They are to come to a consensus of where to place it on the continuum. Be prepared to give examples to support their rating. Refer participants to their workbook handout to record their rating.

‘NEED HELP’

‘PERFECT’

Ask groups what they think needs to happen to move forward on the continuum.

What can they personally do to action the points where things are not going so well?

- Are there any examples that individuals personally struggle with?
- What do they need to do in order to improve their situation?
- What can others do to help?

**Learning Journal**

WB pg 89

(5 mins)

Ask participants to take a few moments to reflect on their learning journal entry for this module.

**Create an entry** that discusses what they need to continue to work on and how they how they will follow through on it.

**Close**

(5 mins)

Ask participants to choose one example from their learning journal entry that they will commit to action and share with the group.

Thank the group for their participation and close the module appropriately.

---

**END OF MODULE 5**
Module 5 – What does our workplace look like now?

Session 2  WB 5.1 pg 40  Scenario 2 – Workplace Awareness – Video Dialogue

Scene One

The scene takes place at the nurses’ station. The support worker Iris is Filipina and Sharon is a supervisor (Australian).

Sharon is going through the tasks that Iris is to complete for the morning.

SHARON (reading off a clipboard) “Alrighty, Iris, today we’ve got six people to shower before breakfast. You take care of Mr Williams and Mrs Drummond. They both need showering, dressing, then take them to the dining room. Give them a hand with brekky then make sure the skip bin is taken to the linen room”.

IRIS “OK. That will be fine”.

SHARON “Thanks”.

Iris exits the room.

Next scene

Iris wheels the skip bin into the room. She checks her watch with a pleased grin.

Iris walks into the dining room. Two staff members are there assisting other residents/clients with their breakfast. They are clearly struggling with the demands of a room full of people. Iris keeps walking and exits the room.

SUPPORT WORKER “Where the hell is she going? (CALLS OUT) Iris! Iris!!”

Next scene

Iris sits at the staff room table, sipping Coke and eating a muffin while reading a magazine. Sharon walks in and notices her. Sharon checks her watch and frowns.

SHARON “Iris, why are you sitting down?”

IRIS “I do everything you tell me to, so I will take a bunch of breaks now”.

SHARON (angry) “Geez, it’d be good if you could help the others out!”

Iris looks confused.
The great thing in the world is not so much where we stand, as in what direction we are moving.” – Oliver Wendell Holmes
MODULE 6

Multicultural Me!

For Care and Support Workers

Facilitator Guide
## Module 6 Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>35 minutes</td>
<td>Grow with me.</td>
</tr>
<tr>
<td></td>
<td>Break – 5 minutes</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>50 minutes</td>
<td>Give a little, take a little!</td>
</tr>
</tbody>
</table>

### End of Module 6

## Symbols Used

- **Information for the Facilitator to take note of prior to the activity**
- **PowerPoint presentation**
  - (video clips are included in the slide presentation)
- **Workbook needed for an activity**
- **Reflection Activity in Learning Journal**
- **DVD activity**
  - (DVD clips are embedded into power point presentations – DVD is included in facilitator resources as a backup)
- **Activity**
- **Whiteboard Activity**
- **Key Messages**
Module 6 – Learning Outcomes

By the end of this module participants will be able to:

- Explore significant events in Australian history.
- Make links to the local cultural diversity landscape and how this will influence the future workforce and client groups.
- Complete a cultural profile.
- Explain how differing cultural values, perspectives and patterns influence communication.
- Be aware of cultural differences and strategies for developing relationships.

Time 1.5 hours

Equipment Laptop, data projector, speakers

Resources Timeline Cards

PowerPoint

- PPT 6.1 Cover Slide
- PPT 6.2 Video Clip – Australia Ad
- PPT 6.3 Examples of cultural profile

Workbook

- WB 6.1 My Cultural Profile

Session Brief

Session 1:

This session explores a timeline of significant events in Australian history to demonstrate its multicultural history and migration. The focus of the activity is to discuss what this means in terms of cultural diversity in the workplace.

Session 2:

Participants will complete individual cultural and personal profiles and use this to explain to others their cultural and personal characteristics. They will gather information about the cultural and personal characteristics of others in their group which they can use to enhance communication and understanding of each other in the workplace.
Session Planning

By the end of this module participants will be able to:

- Explore significant events in Australian history.
- Make links to the local cultural diversity landscape and how this will influence the future workforce and client groups.
- Complete a cultural profile.
- Explain how differing cultural values, perspectives and patterns influence communication.
- Be aware of cultural differences and strategies for developing relationships.

<table>
<thead>
<tr>
<th>Module 6</th>
<th>1.5 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>Activity</td>
</tr>
<tr>
<td>Session 1</td>
<td>Grow with Me (35 mins)</td>
</tr>
<tr>
<td>10 mins</td>
<td>Welcome / Housekeeping</td>
</tr>
<tr>
<td>10 mins</td>
<td>Timeline Cards</td>
</tr>
<tr>
<td>10 mins</td>
<td>Discussion</td>
</tr>
<tr>
<td>5 mins</td>
<td>Discussion – New and Emerging Communities</td>
</tr>
<tr>
<td>5 mins</td>
<td>BREAK</td>
</tr>
<tr>
<td>Session 2</td>
<td>Give a little, take a little (50 mins)</td>
</tr>
<tr>
<td>15 mins</td>
<td>Discussion – My Cultural Profile</td>
</tr>
<tr>
<td>25 mins</td>
<td>Group Activity - My Cultural Profile</td>
</tr>
<tr>
<td>10 mins</td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td>Entries into Learning Journal</td>
</tr>
</tbody>
</table>

End of Module 6
Overview of Multiculturalism

Multicultural policy has remained a feature of Australian society from its inception in the 1970s to the present day. The Whitlam Labour Government first supported multiculturalism in 1973 and the subsequent government led by Malcolm Fraser further developed policy in the area. The popularity of multicultural policy has, however, fluctuated at various stages over the past twenty five years of Australian history.

In 1977 the Australian Ethnic Affairs Council, appointed by Fraser, produced the report Australia as a Multicultural Society and in doing so first defined Australian multiculturalism. The early definition emphasised the cultural pluralism of Australian society and the importance of its shared political and institutional structures. The Galbally report, produced in 1978, was the next significant government publication which promoted Australian multiculturalism. The principles which guided the Galbally report continued to resonate with subsequent multicultural policies. These principles are worth outlining:

- all members of our society must have equal opportunity to realise their full potential and must have equal access to programs and services;
- every person should be able to maintain his or her culture without prejudice or disadvantage and should be encouraged to understand and embrace other cultures;
- the needs of migrants should, in general, be met by programs and services available to the whole community but special services and programs are necessary at present to ensure equality of access and provision;
- services and programs should be designed and operated in full consultation with clients and self-help should be encouraged as much as possible with a view to helping migrants become self-reliant quickly.

In 1989 the National Agenda for Multicultural Australia was produced and the agenda identified three key dimensions of multicultural policy,

- cultural identity: the right of all Australians, within carefully defined limits, to express and share their individual cultural heritage, including their language and religion;
- social justice: the right of all Australians to equality of treatment and opportunity and the removal of barriers of race, ethnicity, culture, religion, language, gender or place of birth; and
- economic efficiency: the need to maintain, develop and utilise effectively the skills and talents of all Australians, regardless of background.

Aligning Social Inclusion and Multiculturalism

In general, recent Australian literature on social inclusion in Australia has not tended to recognise Australians from culturally and linguistically diverse communities. Professor Michael Clyne recently observed that the social inclusion agenda appeared only directly relevant to migrants and refugees who fit the criteria of having experienced homelessness, poverty or unemployment.
Social inclusion

This may be partly due to the fact that social inclusion is a relatively new paradigm in Australian social policy. Scope exists for further analysis of how social inclusion, or exclusion, is experienced by migrants and refugees.

ECCV would welcome efforts to align closely the national Social Inclusion Agenda with the needs of Australia’s culturally and linguistically diverse population. With the important exception of Indigenous Australians, all Australians are descendant from migrants. The most recent 2006 census indicated that 22% of the Australian population was born overseas. The cultural diversity of Australia is further indicated by the fact that in 2006, 40% of the population, some 87048 204 Australians, stated that either one or both of their parents were born overseas. In the 2006 census, approximately 15.8% of the population reported that they speak a language other than English. In terms of migration, the year 2007-08 saw some 205 940 new migrants settle permanently in Australia. These migrants settled permanently in Australia through three main streams of migration. That is, the skilled migration stream, the family migration stream and the humanitarian program. In 2007-08 the humanitarian stream saw 13 014 people who were either refugees or in need of humanitarian assistance settle in Australia. The top ten countries of birth for permanent settlers in this period include the United Kingdom, New Zealand, India, China, South Africa, the Philippines, Malaysia, Korea, Sri Lanka and Thailand. As well as the aforementioned indicators, the cultural diversity which characterises Australian society also extends to include linguistic, religious and ethnic diversity.

Australian social research has also indicated the extent of social exclusion in finding:

- A relationship between exposure to racial and religious discrimination and poor mental health, in particular, instances of depression
- Two in every five people from non-English backgrounds reported experiencing instances of discrimination
- A small proportion of people from non-English speaking backgrounds reported that they often experienced discrimination
- Higher levels of discrimination have been directed at Australians from Muslim, Middle Eastern, African and Asian backgrounds
- Unemployment for overseas born people occurred at a rate of 4.3% compared to 4.0% for the Australian born population in August 2007
- 201 complaints of racial and religious discrimination in the area of employment were lodged with the Victorian Equal Opportunity and Human Rights Commission in 2006 – 2007

Snapshot

Australia’s diverse population — a snapshot at 30 June 2004

- Almost 1 in 4 people living in Australia were born overseas, the highest proportion in more than 100 years.
- Almost half of the overseas-born population in Australia were from Europe. Migration from Europe has fallen over the past 8 years, while migration from other regions increased.
- Sudanese-born people are the fastest growing group of Australians born overseas, increasing by an average 26 per cent each year over the past 8 years, followed by Afghanistan (12 per cent) and Iraq (11 per cent).
Facilitator Note

Snapshot

- The largest net addition to Australia's population over the past 8 years was from people born in New Zealand, up by 127,000, while China contributed 60,800, South Africa 47,400 and India 43,800.
- Western Australia had the highest proportion of overseas-born residents (29 per cent) while Tasmania had the lowest (11 per cent).

ABS (2005)

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Working with Emerging and Refugee Communities

In recent years Australia has accepted migrants and refugees from a wider range of countries than ever before. When they settle in Australia they face a number of barriers, from discrimination and uncertainty in the housing market, to difficulty having their overseas skills and work experience recognised. At the same time, given their small numbers and short length of residence in Australia, they do not have the support of an established community of people from their own ethnic background.

What is meant by "New and Emerging Ethnic Communities"?

A "new and emerging community" is any ethnic community that has experienced a significant percentage increase in the number of people arriving in Australia in the past fifteen years. These communities are relatively small and may experience one of the following: high levels of unemployment, English language barriers, low-income status or other social factors that could be defined as special needs.

More recently-arrived communities lack resources and have not established regular media in their own language.

Refugee Groups

In recent decades the influx of refugees into Australia has received wide media coverage. For many refugee communities there are very few people from their home country already in Australia (e.g. Sierra Leone, Afghanistan, etc.) and often there are no media programs in their first language. While some refugees arriving in Australia may already have access to media in their own language (e.g. Iraqi and Iranian refugees), this often does not address the special needs of refugees arriving under the humanitarian program. For this reason it is important to see refugee communities as new and emerging communities with special needs regardless of their language group.

Reading references

In addition to your own resources, below are website links to readings that can support your discussions on this topic:

Multiculturalism

New and emerging communities

Community profiles
### Session 1  
**Grow with Me (35 mins)**

| Facilitator Note | This session begins with an activity to create a timeline of events that occurred in Australian history.  
Groups will discuss the events and decide where their card fits on the timeline.  
The intent of this activity is to continue the discussion on multiculturalism and the affect that these events have had on the cultural diversity landscape of today. |
|------------------|--------------------------------------------------------------------------------------------------|
| Activity Preparation | Before starting the session, stick the heading cards to the wall to create a timeline for the activity.  
There is a set of 19 cards with significant events from each decade. You will need to consider how many cards will be distributed to each group to ensure that they have time to discuss some of the key events. You will need to highlight key events for any cards not distributed.  
Groups will place their cards on the timeline. |

<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose and Key Points</th>
</tr>
</thead>
</table>
| Welcome | Begin the session by showing the video clip – Australian Multicultural TV Ad.  
http://www.youtube.com/watch?v=Jiz-5D6OAmo |
| PPT 6.2 Video | **Lead a discussion** with the group to explore what it means to them to belong to a multicultural society. |
| Discussion (10mins) | **Key messages:**  
If we were practicing multiculturalism we would be accepting of each other and operating from a position of genuinely appreciating our own cultural identity and that of others. |

In 1989 the *National Agenda for Multicultural Australia* was produced and the agenda identified three key dimensions of multicultural policy,  
- cultural identity: the right of all Australians, within carefully defined limits, to express and share their individual cultural heritage, including their language and religion;  
- social justice: the right of all Australians to equality of treatment and opportunity and the removal of barriers of race, ethnicity, culture, religion, language, gender or place of birth; and  
- economic efficiency: the need to maintain, develop and utilise effectively the skills and talents of all Australians, regardless of background.  

Timeline | Multiculturalism has evolved in Australia over the years and continues to evolve. It is important to put into perspective the events in Australian history that demonstrates the journey of a multicultural Australia.  
The first acknowledgement should be to the two major indigenous groups the Aborigines and Torres Strait Islanders who have been the original inhabitants of this land thousands of years before the arrival of the first migrants. |
## Activity | Purpose and Key Points

| **Timeline cards (10mins)** | Explain to the group that they will take a look at some significant historical events by using a timeline.  
Divide the participants into four small groups. Distribute a few cards out to each group.  
Instruct each group to discuss the events on the cards and what they might already know about them. They are to choose events that highlight the immigration of other groups to Australia and will share their thoughts with the other groups.  
Groups decide which era their card represents and place the card on the timeline. Facilitator to check as they place their cards to ensure that they are in the correct place. |

| **Discussion (10 mins)** | Bring the groups back together and have each group choose a couple of events share their thoughts on their events and where they fit on the timeline. How do they feel about some of the events that occurred?  
Key points to support discussions:  
With the important exception of Indigenous Australians, all Australians are descendant from migrants.  
The information is from the 2006 census:  
- 22% of the Australian population was born overseas.  
- 40% of the population some stated that either one or both of their parents were born overseas.  
- Approximately 15.8% of the population reported that they speak a language other than English.  
In terms of the history of migration:  
- Australia has been settling refugees for at least 170 years.  
- Immigration (Restriction) Act 1901 was the cornerstone of the White Australia Policy which restricted entry to Australia to White European immigrants from Europe, preferably from the British Isles.  
- 1901 – 1973 our ‘multiculturalism’ was white, Eurocentric, Judaeo-Christian.  
- The first easily identifiable group of refugees were Lutherans who began settling in South Australia from 1839 to escape restrictions on their right to worship within the state of Prussia.  
In the following three decades, small numbers of Russian, Greek, Bulgarian, Armenian, Assyrian and Jewish refugees were permitted to settle after proving they met Australia’s migration criteria.  
Recent migration statistics show:  
- 2007-08 saw some 205 940 new migrants settle permanently in Australia.  
- 13 014 were either refugees or in need of humanitarian assistance.  
- The top ten countries of birth for permanent settlers in this period include the United Kingdom, New Zealand, India, China, South Africa, the Philippines, Malaysia, Korea, Sri Lanka and Thailand. |
## Activity

<table>
<thead>
<tr>
<th>Purpose and Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s helpful to understand how this impacts on your workplace. People migrating need to work, need access to resources and support networks.</td>
</tr>
</tbody>
</table>

If we recognise the increase in migrants over the past few years and the countries they are coming from, then it is likely that you are either a migrant (or from migrant background), or working alongside migrants of different nationalities and who are also here under different circumstances.

New and emerging communities are a way for us to look at the cultural considerations we need to make. The following factors relate to new and emerging communities:

- Include a large proportion of newly-arrived migrants whose length of stay is less than 5 years;
- Have significant numbers of humanitarian and refugee members;
- Are highly diverse ethnically, culturally, linguistically and religiously;
- Lack community infrastructures, resources and support networks (e.g. extended family and community elders/religious leaders);
- New and emerging communities may have life experiences, cultural backgrounds, beliefs and ways of doing things (including work practices) which may be very different from people who have lived in Australia for many years, particularly those from western/European industrialised backgrounds.
- Where there are community organisations, support agencies may focus on cultural, religious or political priorities, rather than being able to assist with employment, settlement and so on.

## So what?

**Ask participants** to discuss with the person next to them what this means for them in their workplace. What will they need to consider when welcoming someone from a new and emerging community into the workplace?

### Summary

- It is highly likely that you are a migrant (or from a family with a migrant background) or that you will be working alongside people who have migrated.
- Migrant numbers are likely to increase which means that migrant workers will increase and the people from different countries and cultures receiving services from your organisation will increase.
- We have a responsibility to understand and work with different cultures to make our workplace a culturally welcoming and supportive place to work for everyone.

The next session will explore some of these different cultures.

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**BREAK (5 mins)**

**End of Session 1**
## Session 2

### Give a little, take a little? (50 minutes)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose and Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facilitator Note</strong></td>
<td>The intent of the cultural profile activity is for participants to identify the individual differences in the workplace and what that means for them in their day to day work activities with their colleagues. It is important to use the example to model what participants will do for the rest of the exercise. You will need to consider the first example so you can contribute your own individual way of doing things.</td>
</tr>
<tr>
<td>Preparation for activity</td>
<td>The slide show is set up to show one column at a time. Pre-prepare the whiteboard with four columns to record key information contributed by each participant in the group discussion.</td>
</tr>
<tr>
<td><strong>Facilitation skills</strong></td>
<td>Participants will need to record information using a worksheet in their workbooks. You will need to be mindful of the skill level of participants in the group. Suggest alternatives e.g. write using their own language, use pictures / symbols etc. Explain to participants that some information may raise emotions for individuals. Decide how to manage this.</td>
</tr>
<tr>
<td>Discussion (15 mins)</td>
<td>Reading about another culture is not enough; one of the most effective ways to develop our skills to work in a culturally diverse workplace is to commit to putting our knowledge into practice. Refer participants to the cultural profile worksheet in their workbooks. Explain to the group that they will use the worksheet to explain to others their individual ways of doing things. They can record differences from others on their worksheet. Complete the first section together to demonstrate how to complete the task. Ask the group what they learnt from others contributions and record these on the whiteboard. Participants record what they learnt in column two of their worksheet.</td>
</tr>
<tr>
<td><strong>PPT 6.3</strong></td>
<td>In the large group, work through the power point slide to demonstrate the exercise. Work through one column at a time. Give the example for greeting and language on the slide. Give your perspective of the way you greet someone in your culture. Ask participants to share what they do. They can record their perspective in column one of their worksheet. Record their responses on the whiteboard. Show the next column on the slide and explain that these are relating to the example used in the slide. Facilitator to use an example of what you learnt from the group. Ask the group what they learnt from others contributions and record these on the whiteboard. Participants record what they learnt in column two of their worksheet.</td>
</tr>
<tr>
<td>My cultural profile</td>
<td></td>
</tr>
<tr>
<td>Greetings and language</td>
<td></td>
</tr>
</tbody>
</table>
### Activity Purpose and Key Points

<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose and Key Points</th>
</tr>
</thead>
</table>
| **Key messages:** | While there are some similarities with others there are some major differences in the way we do things and expectations of how we and others will/should react/behaviour.  
- We need to understand each other to figure out how we can show respect for difference and think about how we can work differently. |
| **What do I need to work on?** Show the next column on the slide. Use the examples as well as your own. | Ask participants to think about any specific things that they can work on to improve the way they work with others in relation to this topic. Participants record their ideas in column three.  
Record key points on the whiteboard.  
**Key messages:**  
- When we identify a major difference in expectations and behaviour we need to take responsibility to think about what we need to be aware of in order to work better with each other.  
- We can only control what we do, therefore we need to change our behaviour in order to influence change in the workplace. |
| **Where can I go for help?** Show the last column on the slide. Use the examples in the slide as well as your own. | Ask participants to think about how they can start to action one of the things they need to work on. How would they go about getting any support? Record their response in column four.  
**Key messages:**  
- Be accountable to ourselves, seek support if needed.  
- Be committed – Just do it! |
| **Greeting and Language** | I grew up in a family that greeted each other with a hug and kiss on the cheek.  
- A hug and a kiss are also common in my culture.  
- How I greet someone depends on how well I know them.  
- I’ll hug the person if I know them well or shake their hand if I’ve just met them.  
- I like people to use my first name when they greet me.  
- English is my first language, and I prefer informal greetings e.g. ‘Hi Sue’ rather than ‘Hello Suzanne’.  
**What did I learn about others experiences?**  
- E.g. In some cultures it is disrespectful to touch a person when you greet.  
- It is important in some cultures to address people formally e.g. Mrs Black or Mr Smith as it shows respect.  
- Lots of different cultures and languages.  

---

### PPT 6.3 Examples for cultural profile

- Greeting and Language:
  - I grew up in a family that greeted each other with a hug and kiss on the cheek.  
  - A hug and a kiss are also common in my culture.  
  - How I greet someone depends on how well I know them.  
  - I’ll hug the person if I know them well or shake their hand if I’ve just met them.  
  - I like people to use my first name when they greet me.  
  - English is my first language, and I prefer informal greetings e.g. ‘Hi Sue’ rather than ‘Hello Suzanne’.  
- What did I learn about others experiences?  
  - E.g. In some cultures it is disrespectful to touch a person when you greet.  
  - It is important in some cultures to address people formally e.g. Mrs Black or Mr Smith as it shows respect.  
  - Lots of different cultures and languages.
### Activity

**Examples for cultural profile - continued**

**Purpose and Key Points**

**What will I need to work on to ensure that I respect the diversity in my workplace?**

- Be aware of ‘touch’ when greeting people.
- Learn some of the greetings and practice using them.

**If I need help, who or where can I go to?**

- I could sit with a work colleague from the same culture and find out.
- Seek cultural advice from an appropriate person.
- Check out the internet.
- Talk to my supervisor.

<table>
<thead>
<tr>
<th>Small  group activity (25 mins)</th>
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<tbody>
<tr>
<td><strong>Explain</strong> that they will now start to complete their worksheets for the other topics. They are to complete column one and two in the group today; They will continue to work on the other columns in their own time.</td>
</tr>
<tr>
<td>If they finish completing columns 1 and 2, they can begin on the other columns until the exercise ends.</td>
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<tr>
<td>We will revisit this activity in module 9.</td>
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</tbody>
</table>

**Divide participants into small groups** of no more than three people.

**Explain** that groups are to take turns by discussing their own cultural perspective for each of the topics. They record their own perspective in column one.

As the other participants are explaining their view, individuals are to record the key differences in expectations and behaviour in column two ‘What did I learn?’

Encourage participants to ask questions for further clarification.

**Note:** Circulate around the groups to ensure that the discussions flow and to support those who need it.

<table>
<thead>
<tr>
<th>Discussion (10 mins)</th>
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<tbody>
<tr>
<td><strong>Bring the groups back together.</strong></td>
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</table>

**Lead a discussion** to explore what were some significant differences that people were able to identify.

<table>
<thead>
<tr>
<th>Learning Journal, WB pg 89</th>
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</thead>
<tbody>
<tr>
<td>Ask participants to <strong>record their thoughts on their learning from today.</strong> What is one thing they will commit to work on to change their behaviour within the next two weeks?</td>
</tr>
</tbody>
</table>

**Close**

**Go around the group** and ask individuals to contribute one piece of learning from their journal entry that they will commit to action.

Thank the group for their participation. Close the session appropriately.

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**END OF MODULE 6**
<table>
<thead>
<tr>
<th>Session 2</th>
<th>WB 6.1</th>
<th>My Cultural Profile – WB pg 46</th>
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</thead>
<tbody>
<tr>
<td><strong>My Culture</strong></td>
<td><strong>What did I learn about others experiences?</strong></td>
<td><strong>What will I need to work on to ensure that I respect the diversity in my workplace?</strong></td>
</tr>
<tr>
<td>Greeting and language</td>
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<tr>
<td>Cultural history and background</td>
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<tr>
<td>Special ways of communicating</td>
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<tr>
<td>My Culture</td>
<td>What did I learn about others experiences?</td>
<td>What will I need to work on to ensure that I respect the diversity in my workplace?</td>
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<tr>
<td>Family and gender roles and relationships</td>
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<tr>
<td>Special cultural personal needs</td>
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<td>Special dietary customs</td>
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</tbody>
</table>
### Module 6 – Multicultural Me!

<table>
<thead>
<tr>
<th>My Culture</th>
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<tbody>
<tr>
<td><strong>Observance of special religious practices</strong></td>
</tr>
<tr>
<td><strong>Other special needs</strong></td>
</tr>
<tr>
<td><strong>Special customs regarding death and dying</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What did I learn about others experiences?</th>
<th>What will I need to work on to ensure that I respect the diversity in my workplace?</th>
<th>If I need help, who can I go to?</th>
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</table>
Notes:

We become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams. – Jimmy Carter
MODULE 7

Beyond Words

For Care and Support Workers
Facilitator Guide
## Module 7 Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>45 minutes</td>
<td>I think I understand!</td>
</tr>
<tr>
<td>Break</td>
<td>5 minutes</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>40 minutes</td>
<td>If it is to be, it's up to ME!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>End of Module 7</td>
</tr>
</tbody>
</table>

### Symbols Used

- **i**: Information for the Facilitator to take note of prior to the activity
- **DVD**: DVD activity (DVD clips are embedded into power point presentations – DVD is included in facilitator resources as a backup)
- **PowerPoint presentation**: PowerPoint presentation (video clips are included in the slide presentation)
- **Activity**: Activity
- **Workbook needed for an activity**: Workbook needed for an activity
- **Whiteboard Activity**: Whiteboard Activity
- **Reflect**: Reflection Activity in Learning Journal
- **Key Messages**
Module 7 – Learning Outcomes

By the end of this module participants will be able to:

- Explain how differing cultural values, perspectives and patterns influence communication.
- Be aware of cultural misunderstanding based on cultural differences in communication styles.
- Create ways to improve day-to-day cross-cultural communication and maximise cultural sensitivity.
- Discuss managing the stress of culture shock.

<table>
<thead>
<tr>
<th>Time</th>
<th>1.5 hours</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Laptop, data projector, speakers</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>DVD</th>
<th>Culture, Communication and Relationships at Work</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PowerPoint</th>
<th>PPT 7.1</th>
<th>Cover Slide</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PPT 7.2</td>
<td>Birds and the Bees (video clip)</td>
</tr>
<tr>
<td></td>
<td>PPT 7.3</td>
<td>If it is to be, it is up to ME (video clip)</td>
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<tr>
<td></td>
<td>PPT 7.4</td>
<td>Cultural Misunderstanding (video clip)</td>
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<table>
<thead>
<tr>
<th>Workbook</th>
<th>WB 7.1</th>
<th>Scenario 2 – Video Dialogue – If it is to be, it is up to ME</th>
</tr>
</thead>
</table>

Session Brief

**Session 1:**

This session focuses on cross cultural communication skills. Participants give examples of what it is like to be in a situation where the way of doing things is unfamiliar and at times uncomfortable. They explore the term ‘culture shock’ to look at the various levels of anxiety that is created when people are outside of their comfort zone.

Groups discuss strategies to manage these types of situations.

**Session 2:**

A case scenario is used to get participants to discuss and identify cultural differences that lead to cultural misunderstanding. They discuss what needed to be considered in the scenario and how the cultural interaction could be managed differently by those involved.
Session Planning

By the end of this module participants will be able to:

- Explain how differing cultural values, perspectives and patterns influence communication.
- Be aware of cultural misunderstanding based on cultural differences in communication styles.
- Create ways to improve day-to-day cross-cultural communication and maximise cultural sensitivity.
- Discuss managing the stress of culture shock.

<table>
<thead>
<tr>
<th>Module 7</th>
<th>1.5 hours</th>
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<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Resource(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 mins</td>
<td>Welcome / Housekeeping</td>
<td>PowerPoint</td>
</tr>
<tr>
<td>10 mins</td>
<td>Group Exercise – Guess my word!</td>
<td>Timer, bell/whistle, lollies</td>
</tr>
<tr>
<td>5 mins</td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>5 mins</td>
<td>Group Activity - Culture Shock</td>
<td></td>
</tr>
<tr>
<td>5 mins</td>
<td>Group Activity – Cross Cultural Communication Skills</td>
<td>PowerPoint</td>
</tr>
<tr>
<td>10 mins</td>
<td>Group Discussion</td>
<td></td>
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<tr>
<td>5 mins</td>
<td>Summary</td>
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5 mins BREAK

<table>
<thead>
<tr>
<th>Session 2</th>
<th>If it is to be, it is up to ME! (40 mins)</th>
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<tbody>
<tr>
<td>10 mins</td>
<td>Scenario – My mistake!</td>
</tr>
<tr>
<td>10 mins</td>
<td>Group Discussion</td>
</tr>
<tr>
<td>10 mins</td>
<td>Discussion</td>
</tr>
<tr>
<td>5 mins</td>
<td>Entries into Learning Journal</td>
</tr>
<tr>
<td>5 mins</td>
<td>Close</td>
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</tbody>
</table>

End of Module 7
Cross Cultural Communication – The phrase cross-cultural communication describes the ability to successfully form, foster, and improve relationships to enhance communication between people from differing cultural backgrounds. It is based on knowledge of many factors, such as the other culture’s values, perceptions, manners, social structure, and decision-making practices, and an understanding of how people from that cultural background may communicate, e.g. verbally, non-verbally, in person, in writing.

Like speaking another language or riding a bicycle, cross-cultural communication involves a skill component that may best be learned and mastered through instruction and practice: simply reading about it is not enough.

For those of us who are native English-speakers, it is fortunate that English is currently the language that people use if they want to reach the widest possible audience. However, even for native English speakers, cross-cultural communication can influence understanding and the way a ‘message’ is perceived: Just witness the mutual incomprehension that can sometimes arise between people from different English-speaking countries.

In this new world, good cross-cultural communication is a must.

Effective communication with people of different cultures is especially challenging. Cultures provide people with ways of thinking—ways of seeing, hearing, and interpreting the world and they may use differing intonation and delivery styles. Hence the same words and the way they are spoken can mean different things to people from different cultures, even when they talk the "same" language. When the languages are different, and translation has to be used to communicate, the potential for misunderstandings increases.

Culturally driven communication differences between colleagues may creep in and interfere and influence perceptions and interpretations of meaning at every level. Nationalities, languages, religious beliefs, work ethics, past work experience and styles of functioning may vary widely. Under such circumstances, it might even be impossible for a group of people to function collectively without a greater understanding of each other’s culturally influenced ways of communicating and social expectations. If not handled proactively at the right time, work atmosphere risks destruction, as distrust and intolerance breed among colleagues. This situation may further escalate as deadlines are missed, customers driven away and valuable workers leave.

Australia is a highly individualistic culture. This translates into a loosely-knit society in which the expectation is that people look after themselves and their immediate families. In the business world, employees are expected to be self-reliant and display initiative. Also, within the exchange-based world of work, hiring and promotion decisions are based on merit or evidence of what one has done or can do.

If you’ve ever visited a foreign country you’ve probably experienced trying to communicate but feeling like the wires were crossed and the messages weren’t getting through. Learn three easy ways of how you can improve your cross-cultural communication skills.

Know Yourself
Knowledge of self and behaviour patterns are critical to effective cross-cultural communication.
### Know yourself

Each of us has a personal culture. [Generally, Australia is identified as a highly individualistic culture and a person’s identity is centered around “I”.

The culture of “me” is the biggest cause of rifts between relationships. When two cultural entities meet the natural reaction by both parties can be defensive. This can be true even for people born in the same town, but whom, at least initially appear to have very differing dress code, values and ways of behaving.

Recognising your personal triggers improves your cross-cultural communication. If you can recognise emotions, you can manage them. If not, you may, even unknowingly, try to push your value system on to someone else.

### Be Aware of Differences in Personal Space

Personal space is an important issue in communication. When someone enters your personal space you get a brain freeze and tune out – this is where miscommunication can occur. [Try it out: Have a conversation with someone and step closer and closer together. How difficult is it to maintain the chat?]

[Australians like their personal space. ... Generally an arm’s length is a good distance to converse with someone.] However, in many other countries, personal space is much closer.

When speaking with someone from another culture and they enter your bubble, acknowledge your emotions so you can deal with it and move on. Recognise that the “affront” to your personal space was not intentional, but simply what the other person is used to.

### Don’t Be Afraid of … Pauses in Conversation

Every language has a cadence (a rhythmic sequence or flow of sound/words specific to that language or culture). This is one of the most difficult things to learn about a language and usually takes about a generation to master.

Using large pauses is not typical in [Australian] cadence, but in many cultures this is standard. In fact, if you don’t pause and reflect before answering it’s seen as rude and disrespectful.

This point is especially important when [talking with someone] from another culture. Keep in mind that when the person pauses it [may not be] because they don’t know the answer, but that they are used to reflecting before responding.

**BONUS TIP:** Surround yourself with people from other cultures and ask questions when you see them doing something differently. Instead of judging or trying to change the behaviour, learn about the difference so you can increase your level of cultural awareness.

---

### Conflict

Misinterpretation and misunderstandings between colleagues with different cultural backgrounds might generate difficult workplace conflicts. There is a high chance that body language is misinterpreted between colleagues, complicating workplace relationships. Everyone likes to think of themselves as compassionate and considerate people. However, even deeds with good intentions behind them might be misread as being arrogant or offensive if not expressed appropriately. Cultural stereotyping is often a common hindrance to collaborative work. However, generalising an observation from a few instances to apply to the entire group is, not only inappropriate, but also unfair, and should be dissuaded.
### Facilitator Note

**Culture shock**  
WB pg 53

The term culture shock was first introduced in the 1950s by Kalvero Oberg to describe the phenomena people might experience after moving to a new environment. Culture shock can be described as the feeling of disorientation experienced by a person suddenly subjected to an unfamiliar culture or way of life. Culture shock is difficult to identify. It does not appear suddenly; rather, it builds up slowly and is often a series of small events. For some people, culture shock can be brief and hardly noticeable. For others, it can bring intense physical and emotional discomfort.

Why do people experience culture shock? It could be attributed to communication barriers, moving out of a comfort zone, immobility (tighter control over movement), unrealistic expectations, a sense of time and pace of life, unfamiliar technologies, such as lifts, computers or lack of, perceptions of culturally inappropriate behaviours, frustrations over lack of results, and so on.

### Reading references

In addition to your own resources, below are website links to readings that can support your discussions on this topic:

- Work effectively with culturally diverse cultures and co-workers  

- Improve your cross-cultural communication skills  
  [http://www.lydiadifrancesco.com/3-tips-to-improve-your-cross-cultural-communication-skills](http://www.lydiadifrancesco.com/3-tips-to-improve-your-cross-cultural-communication-skills)

- Culture shock Pg 127  
# Session 1

## I think I understand! (45 minutes)

### Activity

<table>
<thead>
<tr>
<th><strong>Facilitator Note</strong></th>
<th><strong>Purpose and Key Points</strong></th>
</tr>
</thead>
</table>
| **Facilitator Note** | The opening video clip is a Mitsubishi Lancer advertisement. It highlights the misunderstanding or misinterpretation of a question, ‘Dad, where did I come from?’ [https://www.youtube.com/watch?v=EaFDomOU2f8](https://www.youtube.com/watch?v=EaFDomOU2f8)  
It’s a light-hearted humorous clip which highlights the possibility of misunderstanding or misinterpretation of information.  
The clip is embedded in a power point slide. View the clip before the presentation. |

### PPT 7.2

Birds and the Bees

Sometimes it pays to question a question.  
**Play the power point** slide to open the session.

### Welcome

(5 mins)

**Welcome participants to module 7** by explaining that cross cultural communication is a must for effective communication to exist in the workplace.

The increasing cultural diversity of the Australian population and workforce means that the ability to work across cultures is becoming a necessity for many workers.

Cross cultural misunderstandings don’t just happen with people from different ethnic backgrounds, it also occurs within cultures. Refer to the video clip as an example of how a simple question can be interpreted differently, even between two people from the same culture.

Refer to the learning objectives for the module.

<table>
<thead>
<tr>
<th><strong>Facilitator Note</strong></th>
<th><strong>Purpose and Key Points</strong></th>
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</table>
| **Facilitator Note** | The following activity is based on the game charades with some key adjustments. It is used to demonstrate how difficult it is to communicate if you don’t speak the same language or if you don’t know what the item is that you are supposed to act out.  
The discussion will relate to how people responded to the task, e.g. gave up, some people spoke in their native language, others got frustrated by this, actions were confusing or nothing like the word or phrase, some were easier than others, some people looked confident but didn’t have a clue what they were doing, noise barriers, some people are very competitive and communication becomes stressful, some people adapt well, it’s daunting for some people because they don’t want to get it wrong. |

### Guess my word!

(10 mins)

**Divide participants into two groups.** Explain that we are going to play a game and that there is only one rule: no speaking or writing in English.

Participants can use gestures to indicate how many words (number of fingers); word sounds like (tug on ear) etc.

One participant from each group will come to the front of the room. Show them a word from the list below. If need be, print the word on a sheet of paper and hand to them. They are to act out / use pictures / or speak in any other language except English. They will have one minute to act out the word.

The groups are to guess the word(s). The first group to guess correctly will earn one point.

**Hint!** The words all relate to their workplace.

E.g. Laundry, Trolley, Breakfast, Door Bell, Exercise, Knife and Fork, Coffee Mug, Dustpan and Broom, Writing Notes.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose and Key Points</th>
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<tbody>
<tr>
<td><strong>Stop the activity</strong> once everyone has had a turn. Congratulate the winning team and give everyone a prize.</td>
<td></td>
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<tr>
<td><strong>Ask the groups</strong> to describe how they felt during the activity.</td>
<td></td>
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<tr>
<td>- What worked?</td>
<td></td>
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<tr>
<td>- What didn’t work?</td>
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<tr>
<td>- Did anyone use another language? How did that feel?</td>
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</table>

**Key messages:**
- Adapting to unexpected situations requires skill. It doesn’t come naturally, we have to work at it.
- Not having a common language is difficult.
- Non-verbal communication is not the same across cultures.
- Pressure to ‘get it right’ creates anxiety.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose and Key Points</th>
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<tbody>
<tr>
<td><strong>Ask participants to reflect</strong> on a time when they experienced a situation that felt unfamiliar and uncomfortable. What about the first time you had to manage staff? Your first year at university? Have you ever moved to another city? Started a new job? When was the last time you felt like an “outsider”?</td>
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<tr>
<td>- How did you feel?</td>
<td></td>
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<tr>
<td>- What did you feel like doing?</td>
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<tr>
<td>- What were other people doing?</td>
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<tr>
<td>- What did you do?</td>
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</table>

**Explain** that the feeling of uncertainty, confusion or anxiety comes when we are in a situation or environment that takes us outside of our comfort level or ‘comfort zone’. Culture shock can be used to describe these types of situations.

Cultural differences within a workplace such as nationalities, languages, religious beliefs, work ethics, past work experience and style of working may vary widely and can create anxiety for those who find themselves in unfamiliar territory.

Having great cross cultural communication skills can help to minimise the anxiety when you are working outside of your ‘comfort zone’. In addition to this it is essential to increasing productivity in the workplace.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose and Key Points</th>
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<tbody>
<tr>
<td><strong>Ask participants to find another person</strong> in the room that they haven’t worked with today. Between them they are to think of a time when they have worked with someone either from a different culture or a different way of working to their own. Discuss the following with their partner:</td>
<td></td>
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<tr>
<td>- What were the challenges?</td>
<td></td>
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<tr>
<td>- What skills did they use to help the situation?</td>
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<tr>
<td>- What happened? How did it end?</td>
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<tr>
<td>- Did you seek help from anyone?</td>
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</table>

**Group discussion**

Bring the group back together.

Ask for a volunteer to briefly share the discussions with the rest of the group. Summarise their ideas on the whiteboard.
Activity | Purpose and Key Points
--- | ---
Group discussion (10 mins) | **Ask if anyone else** has had a similar experience. Did they do anything differently? Ask for other volunteers and repeat the exercise. Stop when you feel that enough information has been shared. **Note:** Use the summary points below to create discussion on skills that can help.
My cultural profile (Module 6) | **Refer participants back to the cultural profile** exercise they started to complete in module 6. Suggest that they may be able to use some of the strategies on the whiteboard to complete column three ‘What do I need to work on?’ and column four ‘Where can I go for help?’
Summary (5 mins) | **Summarise the session** using tips to improve cross cultural communication skills. All points are important and may have already been discussed above, however, emphasise those in bold. When dealing with any person, it is important to recognise difficulties they may have in understanding you and the message you are conveying. Some techniques for clearer communication include:
- speaking slowly
- using short, simple sentences
- paraphrasing
- avoiding slang, jargon, jokes, irony or sarcasm
- demonstrating when giving explanations
- giving instructions in the order they are to be carried out
- avoiding double negatives
- showing understanding and patience
- avoiding raised voices
- explaining how ‘the system’ works

**BONUS TIP:** Surround yourself with people from other cultures and ask questions when you see them doing something differently. Instead of judging or trying to change the behaviour, learn about the difference so you can increase your level of cultural awareness.

---

**BREAK (5 mins)**

**End of Session 1**
### Session 2

#### If it is to be, it’s up to ME! (40 minutes)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose and Key Points</th>
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</thead>
<tbody>
<tr>
<td><strong>Facilitator Note</strong></td>
<td>In this session participants will view a scenario and work together in groups to explore the different characters in the video clip. They will look for examples of cultural misunderstandings for each of the roles in the video clip. The intent of the exercise is to have participants experience the situation from a particular point of view. The session starts with a brief discussion as an overview and to revisit cultural differences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My mistake! (10 mins)</th>
<th>Cultural differences can sometimes lead to misunderstanding in the workplace. Misunderstandings can occur around the simplest things, such as:</th>
</tr>
</thead>
</table>

- food  
- language  
- greetings  
- gestures  
- facial expressions  
- eye contact  
- touching  
- pointing  
- self-expression  
- privacy  
- male and female roles  
- punctuality  
- religion  

The spoken word and body language can mean different things in different cultures. When interacting with people from different cultures, consider how your words and actions can be interpreted. Areas in which cultural differences are highlighted include:

- patterns of conversation – taking turns to speak, silence  
- how much and what we say, attentiveness and listening  
- functions – apologising, inviting, complimenting, requesting  
- expressiveness – facial expressions and gestures  
- personal space – how far or close we stand or sit when talking to others  

**Introduce the scenario to the group.** Ask the group to pay particular attention to the cultural differences and identify any cultural misunderstandings.

Play the video clip. Pause for discussion to explore some of the cultural differences.

**Key messages:**

- Come from different backgrounds. English is a second language for Angela.
- Slang – ‘dash over’, ‘there in five’, ‘cover for her’, ‘round the joint’.
- Doesn’t ask for directions.
- Angela looks anxious.
- Sharon’s tone and body language assumes that Angela knows what she is talking about.
- Angela’s facial expressions and body language. Does a nod mean ‘yes I understand’ or ‘Yes, I acknowledge that you are talking to me’?
Activity | Purpose and Key Points
--- | ---
Group activity (10 mins) | Play the remainder of the video clip. Divide the group into four small groups. Assign group 1 and 2, Angela’s role and group 3 and 4 Sharon’s role.
WB 7.1 pg 54 | Ask each group to reflect on the video clip and using the dialogue sheet in their workbooks they are to discuss the following:
- What were some assumptions made by (group’s assigned person)?
- How did (group’s assigned person) feel during the interaction?
- What did (group’s assigned person) do?
- How did other staff react to the situation?
- What are the cross cultural communication skills that (group’s assigned person) need to improve on?

Facilitator Note | The intent of the next discussion is for groups to discover the different perspectives of each person in the scenario and how it has affected their ability to communicate effectively.
Spend a few minutes engaging in each groups discussion use the opportunity to highlight some of the key messages.

Discussion (10 mins) | Stop the groups after 10 minutes and ask each group to join together with one of the other groups that have a different person; e.g. groups 1 and 3, and groups 2 and 4.
Groups check out each other’s information.
Groups are to discuss what would make a difference to building a better relationship in this situation.
**Key messages:**
- Self-awareness is essential to developing successful relationships.
- Be understanding and patient. If you come from a positive place, the response will be positive. It’s virtually impossible to be angry with a smile on your face!
- Take responsibility for your words and actions. Think before you speak!
- This is not a spectator sport; we all have a responsibility to be culturally sensitive and participate actively to develop positive relationships.
- Put a stop to derogatory comments, they attack a person’s credibility rather than focusing on the real issue of cultural differences.

Learning Journal WB PG 89 (5 mins) | Record one action that they will commit to action before the next module.

PPT 7.4 | To close play a short humorous video clip on cultural misunderstandings
German Coastguard [http://www.youtube.com/watch?v=d7oTLGEBtsE](http://www.youtube.com/watch?v=d7oTLGEBtsE)

END OF MODULE 7
Session 2  WB 7.1 pg 54 Scenario 2 – If it is to be, it is up to ME – Video Dialogue

Scene One

The scene takes place in the lounge room. The support worker Angela is Sudanese and Sharon is a supervisor (Australian).

Angela is helping a resident to put his slippers on to a resident’s feet. Sharon appears at the doorway in the background.

SHARON  “Morning, Angela”.

ANGELA  standing up)  “Good morning”.

SHARON  (presumptuously)  “How’s your first week been - good?”

ANGELA  “Yes. Good”.

SHARON  “So you know your way round the joint?”

Angela hesitates, and then nods.

SHARON  “Super. Can you dash over to Marri House? Jane’s called in sick so I’ll need you to cover for her. I’ll meet you over there in five.”

Sharon leaves suddenly. Angela looks around and bites her lip nervously.

Angela wanders past the kitchen. The phone rings. Angela notices, but keeps walking.

Angela wanders through the corridor past another support worker, looking lost, trying to find signs to indicate where Marri House might be. The support worker notices her looking lost, but ignores her and carries on with their task.

Sharon paces outside the door of Room One, impatiently looking at her watch.

Scene Two

Sharon chats to another supervisor, Rosemary (European-Australian).

SHARON  “So yesterday, I ask what’s-her-face … Angela … to transfer to Marri House cos they were short-staffed. I asked if she understood and she said ‘yes,’ but clearly, she didn’t have a flippin clue! Jeepers, why do we hire these lazy Africans?”

Angela appears at the door, carrying a lunch tray. As she hears a mention of “Africans”, she stops to listen to the conversation.

Rosemary shakes her head and rolls her eyes disapprovingly.

SHARON  “I had to go searching for the lazy jungle bunny, and there she is in Pine House, wandering round the bloody dining room! Totally useless!”

Angela slowly turns and walks back into the building.

Group Discussion Activity:

- What were some assumptions made by (group’s assigned person)?
- How did (groups assigned person) feel during the interaction?
- What did (groups assigned person) do?
- How did other staff react to the situation?
- What are the cross cultural communication skills that (groups assigned person) needs to improve on?
Notes:

Be yourself; everyone else is already taken. – Oscar Wilde
MODULE 8

Listen to Hear!
For Care and Support Workers
Facilitator Guide
Module 8 Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>50 minutes</td>
<td>What did I say?</td>
</tr>
<tr>
<td></td>
<td>Break – 5 minutes</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>35 minutes</td>
<td>Stop, look, listen then talk!</td>
</tr>
</tbody>
</table>

End of Module 8

Symbols Used

- Information for the Facilitator to take note of prior to the activity
- DVD activity
  (DVD clips are embedded into power point presentations – DVD is included in facilitator resources as a backup)
- PowerPoint presentation
  (video clips are included in the slide presentation)
- Activity
- Workbook needed for an activity
- Whiteboard Activity
- Reflection Activity in Learning Journal
- Key Messages
Module 8 – Learning Outcomes

By the end of this module participants will be able to:

- Identify key principles for effective communication
- Minimise communication barriers
- Use verbal and non-verbal messages appropriately
- Recognise and appreciate cultural and gender difference in communication
- Listen and respond with an open mind in a more effective way.

<table>
<thead>
<tr>
<th>Time</th>
<th>1.5 hours</th>
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<tbody>
<tr>
<td><strong>Equipment</strong></td>
<td>Laptop, data projector, speakers</td>
</tr>
<tr>
<td><strong>DVD</strong></td>
<td>D 8.1</td>
</tr>
<tr>
<td><strong>PowerPoint</strong></td>
<td>PPT 8.1</td>
</tr>
<tr>
<td></td>
<td>PPT 8.2</td>
</tr>
<tr>
<td></td>
<td>PPT 8.3</td>
</tr>
<tr>
<td><strong>Workbook</strong></td>
<td>WB 8.1</td>
</tr>
</tbody>
</table>

Session Brief

**Session 1:**

This session explores the skills required to give and receive instruction and become a better listener and speaker. Participants will also identify and discuss cultural considerations that can affect the interaction between the speaker and listener.

**Session 2:**

Participants will use a video scenario to apply their understanding of active listening and giving and receiving instructions.
Session Planning

By the end of this module participants will be able to:

- Identify key principles for effective communication
- Minimise communication barriers
- Use verbal and non-verbal messages appropriately
- Recognise and appreciate cultural and gender difference in communication
- Listen and respond with an open mind in a more effective way.

<table>
<thead>
<tr>
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<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Resource(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Session 1</strong></td>
<td>What did I say? (50 mins)</td>
</tr>
<tr>
<td>10 mins</td>
<td>Picture this 1 and 2</td>
<td>Paper</td>
</tr>
<tr>
<td>10 mins</td>
<td>Welcome / Housekeeping</td>
<td></td>
</tr>
<tr>
<td>5 mins</td>
<td>Active Listening</td>
<td></td>
</tr>
<tr>
<td>20 mins</td>
<td>Becoming an active listener</td>
<td>Whiteboard</td>
</tr>
<tr>
<td>5 mins</td>
<td>Discussion and Summary</td>
<td></td>
</tr>
<tr>
<td>5 mins</td>
<td><strong>BREAK</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Session 2</strong></td>
<td>Stop, Look, Listen then Talk! (35 mins)</td>
</tr>
<tr>
<td>10 mins</td>
<td>Discussion – Scenario 3, Scenes 1 and 2</td>
<td>DVD</td>
</tr>
<tr>
<td>10 mins</td>
<td>Video Dialogue – Happy ending</td>
<td>Workbook</td>
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<tr>
<td>10 mins</td>
<td>Discussion</td>
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<tr>
<td>5 mins</td>
<td>Entries into Learning Journal</td>
<td>Learning Journal</td>
</tr>
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</table>

End of Module 8
**Activity**

Facilitator Note

WB pg 59

This module focuses on the ability to be clear when communicating with others.

Good communication skills are essential to ensure that the message delivered was what was intended. Active listening skills are not just about the person receiving the information doing the listening; it is just as important for the speaker to listen.

What makes the process even more difficult is the perception we have of the interaction. If we are influenced by cultural bias (cultural spectacles) we risk the integrity of the relationship and more importantly what was communicated. Therefore, the receiver of the information is likely to disengage or ‘switch off’. In addition, the ‘receiver’ is often the one who takes the blame for miscommunication no matter how inappropriately at times the message may be given.

The following information is provided to give facilitators supporting material that will help to facilitate activities in this module. The following information is excerpts from the relevant webpages relating to giving instructions and active listening.

---

**Giving Instructions**

http://www.lifeshop.org/articles/communication/how-to-give-instructions.html

Given how often we do it, you’d think that we’d all be able to give instructions pretty well. And we do, when we’re giving instructions to our friends and family, for a good reason: we share quite a bit of our knowledge and understanding with them. Where we fall down is when asked to give instructions to our employees or colleagues, to users of our products, to readers of our websites, and so on — people whose backgrounds, educations, and life experiences may differ sharply from our own. Giving good instructions, whether written or spoken, requires a certain kind of mindset, one that few of us can hold onto for very long. It is hard to put ourselves in the place of a person who doesn’t know how to do something — especially when we can do it so easily and with little, if any, thought.

In his book Follow the Yellow Brick Road: Learning to Give, Take, and Use Instructions, Richard Saul Wurman outlines a simple set of conditions that a good set of instructions must meet (no matter how complex the desired outcome is). In order to be effective, a good set of instructions must provide information about six things:

- **Mission:** What do the instructions show me how to do?
- **Destination:** What will I see, hear, experience when I’ve followed the instructions?
- **Procedure:** What are the exact steps I need to follow to reach the destination and accomplish the mission? What tools and equipment will I need? What special information do I need to finish?
- **Time:** How long will it take me to finish? (Other measures might be appropriate, like “How much money will I have to spend?” or “How far will I have to drive?”)
- **Anticipation:** What difficulties should I expect to encounter on the way? How should I prepare for the project; and
- **Failure:** What will happen if I make a mistake? What does failure look like?

In order for instructions to be successful, the instructor must consider the most effective way to deliver them. Most people are kinesthetic learners (i.e. learn better through practical and physical application) therefore it might make sense to engage the learner in the process so they can take ownership of their learning.
Activity  

**Facilitator Note**

**Active Listening**

*Hear what people are really saying*

The following information can be helpful in expanding on discussions relating to active listening.

[http://www.mindtools.com/CommSkll/ActiveListening.htm](http://www.mindtools.com/CommSkll/ActiveListening.htm)

- Listening is one of the most important skills you can have. How well you listen has a major impact on your job effectiveness, and on the quality of your relationships with others.
- We listen to obtain information.
- We listen to understand.
- We listen for enjoyment.
- We listen to learn.

Given all this listening we do, you would think we’d be good at it!

- In fact most of us are not. Depending on the study being quoted, we remember between 25% and 50% of what we hear. That means that when you talk to your boss, colleagues, customers or spouse for 10 minutes, they pay attention to less than half of the conversation. This is dismal!
- Turn it around and it reveals that when you are receiving directions or being presented with information, you aren’t hearing the whole message either. You hope the important parts are captured in your 25-50%, but what if they’re not?
- Clearly, listening is a skill that we can all benefit from improving. By becoming a better listener, you will improve your productivity, as well as your ability to influence, persuade and negotiate. What’s more, you’ll avoid conflict and misunderstandings. All of these are necessary for workplace success!
- Good communication skills require a high level of self-awareness. By understanding your personal style of communicating, you will go a long way towards creating good and lasting impressions with others.
- The way to become a better listener is to practice “active listening”. This is where you make a conscious effort to hear not only the words that another person is saying but, more importantly, try to understand the complete message being sent.
- In order to do this you must pay attention to the other person very carefully.
- You cannot allow yourself to become distracted by whatever else may be going on around you or in your mind, or by forming counter arguments that you’ll make when the other person stops speaking. Nor can you allow yourself to get bored, and lose focus on what the other person is saying. **All of these contribute to a lack of listening and understanding.**
- To enhance your listening skills, you need to let the other person know that you are listening to what he or she is saying. This is ‘attentive listening’. To do this you need ‘to be in the present’ and focus on the person. To understand the importance of this, ask yourself if you’ve ever been engaged in a conversation when you wondered if the other person was listening to what you were saying. You wonder if your message is getting across, or if it’s even worthwhile continuing to speak. It feels like talking to a brick wall and it’s something you want to avoid.
### Activity

**Facilitator Note**

Acknowledgement can be something as simple as a nod of the head or a simple "uh huh". You aren’t necessarily agreeing with the person, you are simply indicating that you are listening. Using body language and other signs to acknowledge you are listening also reminds you to pay attention and not let your mind wander.

- You should also try to respond to the speaker in a way that will both encourage him or her to continue speaking, so that you can get the information you need. While nodding and "uh huhing" says you’re interested, an occasional question or comment to recap what has been said communicates that you understand the message as well.

### Key Points

- **Instructions are only as good as the person giving them.**
- **Consider how you deliver instructions** - people come from different backgrounds, educations, and life experiences which may differ sharply from our own therefore we cannot assume that one way is the right way.
- **It takes a lot of concentration and determination to be an active listener.** Old habits are hard to break, and if your listening habits are as bad as many peoples’ are, then there’s a lot of habit-breaking to do!
- **Be deliberate with your listening and remind yourself frequently that your goal is to truly hear what the other person is saying.** Concentrate on the message. Ask questions, reflect, and paraphrase to ensure you understand the message (It is Ok and in fact often essential to ask questions and say that you don’t understand). If you don’t, then you’ll find that what someone says to you and what you hear can be amazingly different!
- **Start using active listening today to become a better communicator, improve your workplace productivity, and develop better relationships.**

### Becoming an active listener

There are five key elements of active listening. They all help to ensure that you hear the other person, and that the other person knows you are hearing what they say.

**Pay attention.**

Give the speaker your undivided attention, and acknowledge the message. Recognise that non-verbal communication also "speaks" loudly.

- **Look at the speaker directly.** (This will differ across cultures. In some cultures it is ‘rude’ to look someone in the eyes. However, they will still demonstrate that they are paying attention in other ways, e.g. glancing at the speaker when they are not looking, positioning themselves so they are not standing directly in front of the person.)
- **Put aside distracting thoughts.** Don’t mentally prepare a rebuttal!
- **Avoid being distracted by environmental factors.**
- **"Listen" to the speaker’s body language.** (It is important to check out and understand body language across cultures.)
- **Refrain from side conversations when listening in a group setting.**

**Show that you are listening.**

Use your own body language and gestures to convey your attention.

- **Nod occasionally.**
- **Smile and use other facial expressions.**
- **Note your posture and make sure it is open and inviting.**
- **Encourage the speaker to continue with small verbal comments like “yes”, and “uh huh”.”
### Facilitator Note

**Provide feedback**
Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect what is being said and ask questions.

- Reflect what has been said by paraphrasing. "What I'm hearing is..." and "Sounds like you are saying..." are great ways to reflect back.
- Ask questions to clarify certain points. "What do you mean when you say...?" "Is this what you mean...?"
- Summarise the speaker’s comments periodically.

**Tip:** If you find yourself responding emotionally to what someone said, say so, and ask for more information: "I may not understand you correctly. What I thought you just said is XXX; is that what you meant?"

**Defer judgment**
Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.

- Allow the speaker to finish.
- Don’t interrupt with counter arguments.

**Respond Appropriately**
Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise by putting him or her down.

- Be candid, open, and honest in your response.
- Assert your opinions respectfully.
- Treat the other person as he or she would want to be treated.

---

### Activity preparation

There are five key elements for active listening.

1. Pay attention
2. Non-verbal Communication / Body Language
3. Provide feedback
4. Defer judgment
5. Respond appropriately
Facilitator Guide For Care and Support Workers - Culture, Communication and Relationships at Work

 MODULE 8 – LISTEN TO HEAR!

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<tr>
<th>Activity</th>
<th>Purpose and Key Points</th>
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**Top 10 Listening Skills for Speakers**

Good Speakers need good listening skills to become Great Communicators

Speakers spend a lot of time developing speaking skills and often don't focus enough on the equally important communication skill of listening. As a Speaker trained in the art of listening I have put together the tips below.

1. What Speakers want most of all is to be heard, so does everyone else! Hence listening is the perfect gift to give to others.

2. Never make assumptions about what people are thinking and feeling. Take time to listen and ask questions. Most people will be only too happy to answer. Why guess what people are thinking when they will tell you!

3. Remember silence can be as powerful as Speaking, when used skilfully.

4. In conversation, repeat in your own words your understanding of what is being said. This communicates to the listener that they are really being heard.

5. Make eye contact that is not too fleeting, actually try to see the eye colour of the person/s you are communicating with. Note: This depends on the person’s culture. In some cultures it is offensive to look someone in the eyes while talking, e.g. Australian Aboriginals.

6. When people speak, let them finish their own sentences, no matter how intuitive you are, you never really know what people are going to say.

7. Resist the urge to interrupt, and avoid planning your reply while the person is speaking; instead focus on fully hearing what is being said. This is the real skill of listening.

8. Listening is a whole body experience; listen under, over and between the words spoken. Feel what your audience is saying.

9. People will be more prepared to listen to you, if you take time to really hear them.

Written by, Shola Arewa, Coach, Speaker, Author.

Article Source: [http://EzineArticles.com/38331](http://EzineArticles.com/38331)
Session 1 | What do I hear? (50 minutes)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose and Key Points</th>
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<tbody>
<tr>
<td>Picture this!</td>
<td>Start the session with a quick activity.</td>
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<tr>
<td>(5 mins)</td>
<td>Hang large sheets of paper on to the wall at the front of the room, one per group.</td>
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<td></td>
<td>Divide the group into two or three small groups (try to have at least three but no more than four people in the groups).</td>
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<td></td>
<td>Ask groups to form a line in front of one of the sheets on the wall. Space themselves out by at least an arm’s length.</td>
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<td></td>
<td>Explain that you are going to show the person at the back of the line a picture. They will have 20 seconds to look at the picture and then give the person in front of them instructions on how to draw the picture, they will then tell the next person and so on. The final picture must match what they saw.</td>
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<td></td>
<td>Each participant passes on the instructions to the person in front of them. When it reaches the first person in the line, they are to listen to the instructions and then draw what is being described to them on the large sheet of paper.</td>
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<tr>
<td></td>
<td>- Everyone in the line remains facing forward.</td>
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<td></td>
<td>- The person giving the instruction is to whisper the instructions into the ear over the shoulder of the person in front of them (without looking at each other). They are to do this quietly so the other members of the team can’t hear them.</td>
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<td></td>
<td>- The instructions can only be given once.</td>
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<td></td>
<td>- No questions allowed.</td>
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</tbody>
</table>

Once all groups have completed their drawings, show the power point slide of the picture so participants can see what their picture was supposed to look like.

| Picture 2!     | Repeat the exercise using a different picture, one person is chosen from the group to look at the picture and then explain it to the rest of the group. |
| (5 mins)       | The group are to choose someone who will draw the picture.                                                    |
|                | Explain the change to the first exercise:                                                                     |
|                |   - Groups will have 10 minutes to complete the exercise. The facilitator will notify groups of the time during the activity. |
|                |   - Any member of the group can ask questions to clarify information from the person giving the instructions. |
|                |   - The person giving the instructions can ask the facilitator to see the picture again.                      |

Once all groups have completed their drawings, show the power point slide of the picture so participants can see what their picture was supposed to look like.
Activity | Purpose and Key Points
--- | ---
Welcome (15 mins) | Ask participants to return to their seats and welcome them to module 8.

**Lead a quick discussion** on what people experienced while completing the first exercise.
- How well did you think you did?
- Were you satisfied with how you received the instructions?
- Do you think you did a good job giving instructions?
- Were there any barriers?
- What does it mean in relation to working without all the information?

What about the second time around, do people think they improved?
- What was different?
- What does this exercise suggest about providing instructions or feedback?
- What can you do to improve the quality of your work?

**Explain** to the group that this module is going to explore skills that will help to improve our communication with each other in particular when we are giving and receiving instructions and feedback.

Refer to the learning objectives for the module.

**Giving and receiving instructions**

**Use the facilitator information to support your discussions.**

Share the following quote:

> "Tell me and I'll forget; show me and I may remember; involve me and I'll understand." - Confucius

**Ask participants** if there have been any issues due to a lack of understanding with instructions in the workplace. How does this quote relate to their experience of giving or receiving instructions?

Are you someone who:
- Gives instructions on the run because you are busy and have other things to do. You don’t have time to stop and think about whether the person understands you. What would happen if you took an extra minute or two to show someone how to do what you’re asking?
- Doesn’t feel confident to ask for clarification. What would happen to you if you asked for further instruction? What would be the outcome?
- Puts yourself in the shoes of the person being instructed? How does this help you and them?

**Key Messages:**

- Both the speaker and the listener need to take responsibility to ensure that instructions are clear. If we don’t use our ability to ask questions for clarity then we are equally at fault when the outcome is not successful.
- Taking the time to actively participate in the interaction with each other helps to achieve a successful outcome and more importantly builds good working relationships.
### Module 8 – Listen to Hear!

<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose and Key Points</th>
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| **Active Listening**<br>(5 mins) | Active listening is a core skill required when giving or receiving instructions.  
**Lead a brainstorm** to explore elements of active listening and what makes a great communicator. Ask the group to consider a typical day at work and think of a time recently when you have communicated with a supervisor or co-workers.  
Think about what the person did that made you either feel like they were, or were not listening, e.g.  
**Helpful:** paid attention to you, not interrupting, smiling, not distracted by other things, asked questions that were helpful, showed their concern by their body language and tone of their voice.  
**Unhelpful:** talking to someone else while listening, doing something else like writing/reading/listening to music etc., talking over the top of you.  
Summarise the points and write them on a large sheet of paper. |
| **Becoming an active listener**<br>(15 mins) | Highlight the importance of listening actively. Re-emphasise that both the speaker and the listener have a responsibility to ensure that the communication is effective.  
Refer participants to the five key elements headings on the whiteboard and in their workbooks. Suggest that they use their worksheet to notes for each element:  
1. Pay attention  
2. Show that you are listening  
3. Provide feedback  
4. Defer judgment  
5. Respond Appropriately  
**Explain** that we will use their suggestions in the previous exercise to highlight what skills are required to become an active listener. |
| **Discussion** | **Use the information in the facilitator note for this session to help with your discussions.**  
**Work through one heading at a time.**  
**For each heading,** ask the group to look at the list from the previous exercise and identify the following (go through each of the headings):  
- What would people be doing if they were: (i.e. ‘paying attention’)?  
- What does this look like in your culture?  
- What does this look like in other cultures?  
**Ask people** to identify different items. Write them on the whiteboard under the appropriate headings.  
**Encourage** the group to put on their ‘cultural spectacles’ and consider any specific cultural considerations for any of the items.  
**Link the discussions** to how cultural values may impact on how we respond in these situations, e.g. when a person does not give you eye to eye contact based on their cultural value of showing respect.  
- How would you manage these differences? |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose and Key Points</th>
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<tbody>
<tr>
<td><strong>Highlight</strong></td>
<td>the key points of this first session:</td>
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<td>• Both the giver and receiver of information are responsible for ensuring that the</td>
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<td>communication is clear.</td>
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<td></td>
<td>• Be aware of the cultural differences and any adjustments you need to make for the</td>
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<tr>
<td></td>
<td>interaction to be effective.</td>
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<td></td>
<td>• Active listening skills can help build effective working relationships.</td>
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**BREAK (5 mins)**  
End of Session 1
### Session 2

**Stop, look, listen and then talk! (35 mins)**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose and Key Points</th>
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<tbody>
<tr>
<td><strong>Facilitator Note</strong></td>
<td>This session uses the video clip Scenario 3. Ensure that you view the video clip before the session. The scenario has two scenes. Pause the video after the first scene to engage the group in a discussion. The video is used to build on the knowledge in Session 1.</td>
</tr>
<tr>
<td><strong>D 8.1 Scenario 3 Scene 1 (5 mins)</strong></td>
<td><strong>Introduce this session</strong> by explaining that participants will view a short video clip of scene where a supervisor gives an instruction to a care worker. Participants are to watch the clip and observe the interaction between the two workers. Refer participants to the five key elements of active listening on the whiteboard. <strong>Show the first scene and pause the DVD.</strong></td>
</tr>
</tbody>
</table>
| **Discussion** | **Ask the group to discuss** with the person they are sitting next to about their observations of the scenario. Gather feedback from the group. **Key Points:**  
  - Marcia’s expectations of what Leon knows are inappropriate.  
  - Marcia shows no awareness of Leon’s emotional state.  
  - Marcia shows no awareness of cultural differences.  
  - Marcia doesn’t listen to Leon when he says he hasn’t had food preparation training.  
  - Marcia’s instruction assumes that Leon knows what he is doing.  
  - Marcia’s tone is sarcastic and aggressive.  
  - Leon is confused and anxious.  
  - Leon doesn’t know what Vegemite is.  
  - Leon doesn’t know how to make a sandwich.  
  - Leon doesn’t explain why he doesn’t know how to make a vegemite sandwich and doesn’t ask Marcia to show him, e.g. say that in his culture they don’t eat vegemite sandwiches and he has never learnt how to make one. Could you show me please?  
  - Leon doesn’t know what a ‘soft diet’ is.  
  
**Ask the group** what they think the outcome might be? |
| **Scene 2 Discussion (5 mins)** | **Start the video to play the final scene.**  
**Ask the group** what they think about the outcome. What are some of the key issues in this scenario? **Key Issues:**  
  - Safety – Leon hasn’t had food preparation training. Marcia didn’t tell Leon that Andy has an allergy to nuts. Leon hasn’t read Andy’s care plan re: allergies or ‘soft diet’.  
  - Communication – was one-way; Leon didn’t have a clue how to make a sandwich or what Vegemite was; Marcia’s instructions were unclear for Leon because he didn’t understand what was being asked.  
  - Cultural differences – What does Marcia mean by ‘these people’? Marcia’s view that ‘anyone can make a sandwich’; Leon should have said that he didn’t know what a sandwich, Vegemite, or a ‘soft diet’ was. |
Activity | Purpose and Key Points
--- | ---
**Discussion** | **Discuss** how the scenario might have ended, what could have been the consequences?
- Allergy reaction
- Hospital
- Death
- Choking
- Pneumonia
- Negative family response
- Personal guilt and stress
- Feeling blamed by others
- Media
- Coroners court
- Investigations
- Court appearance

**Facilitator Note** | This next activity gets groups to consider what an ideal ending to the scenario would look like. They will rewrite the script to reflect a positive outcome.

Be mindful of ESL participants and assign a person from each group to scribe the group’s thoughts.

Keep to the timeframe as people get too detailed in their discussions. Circulate around the groups using the example of a dialogue to make suggestions.

**Happy ending** | **Explain** that the group will have 10 minutes to rewrite the scene to achieve an ideal outcome. **Divide the large group** into small groups of 3 or 4 people.

Refer groups to their video dialogue handout in their workbooks.

**Ask participants to refer to the information** in Session 1 and rewrite the dialogue to demonstrate how Marcia might have handled the situation more effectively and given clearer instructions.

Consider how Leon can be more active in his dialogue and questioning for clarification.

Remind participants of their timeframe and that they should keep the dialogue to the point but clear.

**Discussion** | **Bring groups back** to share their thoughts on their dialogue.

Explain that groups will share their ideal outcome and an example in their dialogue that demonstrates this.

Go around the room until each group has shared their ideal ending and an example of their dialogue.

Explore with the group the following:
- How do you think Marcia and Leon might be feeling given their ideal ending?
- How might this experience build confidence in both Marcia and Leon?

Handout the example of an ideal ending to the group for reference.

**Learning Journal** | Ask the group to take a couple of minutes to **enter their thoughts**, ideas or highlights from this session into their learning journal.

**Conclude the session** by revisiting the learning outcomes.

Go around the group and ask individuals to contribute one piece of learning from their journal entry that will commit to action.

Thank the group for their participation and close appropriately.

---

**END OF MODULE 8**
Scene One

The scene takes place in the dining room. The support worker Leon is Burmese and Marcia is a supervisor (South African).

Leon is wiping down a table and Marcia walks in.

MARCIA “Good morning”.
LEON “Hello”.
MARCIA “I don’t know you ... are you new?”
LEON (stands up) “My name is Leon and I have held employment at this facility for two days”.
MARCIA “Do you know Andy? Andy Ferguson?”
LEON (Enthusiastically) “Yes. His room is at the end of the hall”.
MARCIA “Well, he’s hungry and in a mood. Could you whip him up a Vegemite sandwich? Remember, he’s on a soft diet”.
MARCIA “So go on, hurry up!”
LEON “I am not trained for meal preparation”.
MARCIA “Surely you can make a sandwich. Bread’s in the fridge and Vegemite’s in the cupboard, alright?”
LEON (Hesitantly) “Fine”.

Marcia bustles away. Leon gets up and goes over to the cupboard. He looks inside for a long time, reaches in and pulls out a jar of peanut butter. He studies the label closely.

End of Scene One

Marcia rushes into the dining room. The cupboards are all open. Leon is sitting in one of the dining room chairs, chatting to a resident/client. On the servery, a loaf of whole grain bread sits on a plate, still in its bag, next to the jar of peanut butter.

MARCIA “What have you been doing this whole time? Where’s Andy’s sandwich?”

Leon points to the bread, a sour look on his face. Marcia walks over and picks up the jar.

MARCIA (angry) “He’s allergic to peanuts! You could’ve killed the poor man! Oh, for goodness sakes, I’ll do it myself!”

Marcia dashes past Leon on her way over to the cupboard. She expertly locates the Vegemite, margarine and chopping board, and starts buttering the bread.

MARCIA (mutters under her breath) “How am I supposed to work with these people? The recruitment standards in this place sure aren’t what they used to be. Anyone can make a Vegemite sandwich!”
Session H 8.1.2  Example of an ideal ending

Marcia  “Hi there, I haven’t met you yet, my name is Marcia and I’m a supervisor here”.

Leon  “Hello, my name is Leon and I started working here two days ago”.

Marcia  “That’s great Leon, welcome. Look I need some help, are you doing anything at the moment?”

Leon  “No”.

Marcia  “Great. Andy Ferguson is in his bedroom and he is in a bit of a mood and he’s hungry. He’s on a soft diet, are you able to make him a Vegemite sandwich and take it to him?”

Leon  “I haven’t been trained in food preparation yet. I’ve only just arrived and I don’t know what a sandwich is”.

Marcia  “Oh I see. Where are you from Leon?”

Leon  “Burma”.

Marcia  “Ok Look, how about I help you to make it and you can take it to him, ok?”

Leon  “Ok”.

Marcia  “Alright, you go get the Vegemite in the cupboard”.

Leon  “Marcia, what is Vegemite?”

Marcia  “You’ve never had Vegemite? You spread it on bread? Ok, here I’ll show you. Here it is, see it’s the one with the yellow label. Be careful you get the right thing as it’s next to the Peanut Butter and Andy’s allergic to nuts. Ok Leon, the bread is in this cupboard. Do you eat bread?”

Leon  “Yes we eat bread but it’s different to this, ours is flat and round”.

Marcia  “Right, I understand. So if he is having a sandwich that means he can only eat soft white bread that has no seeds in it. Once the sandwich is made you need to cut the crusts off, which are the darker ends of the bread – see these? You then need to cut the sandwich into small bite size pieces. Here, I will show you.

Use this bread and take out two slices/pieces of bread. Lay them flat on the board. Good, now spread the 2 slices of bread with margarine and then spread one slice with vegemite also. He only likes a little bit of Vegemite. Well done Leon. Now you take one slice of bread and place it on top of the other one like this. Now cut off the crusts and cut it up into small pieces about this size.

That’s how you make a sandwich for Andy.

The other residents/clients are not on a soft diet, so they can have any type of bread and you don’t need to cut off the crusts. You just need to cut it in half, not into small pieces. Do you have any questions?”

Leon  “No. That was really easy. Thank you for showing me how to do it”.

Marcia  “All good Leon. I’ve got to go now, so if you could put everything back where we got it from and take Andy’s sandwich to him, he’s in his bedroom.

Thanks for your help Leon”.

Leon  “Ok. Thank you Marcia”.

Session H 8.1.2  Example of an ideal ending
There is no greater gift to give someone than your interest. - Anonymous
MODULE 9

Do It, Do It Right, Do It Now

For Care and Support Workers

Facilitator Guide
# Module 9 Outline

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<tr>
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<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>45 minutes</td>
<td>Learning review</td>
</tr>
<tr>
<td>Break</td>
<td>5 minutes</td>
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<tr>
<td>2</td>
<td>40 minutes</td>
<td>‘Our Workplace’ review</td>
</tr>
</tbody>
</table>

**End of Module 9**

## Symbols Used

- **Information for the Facilitator to take note of prior to the activity**
- **DVD activity** (DVD clips are embedded into power point presentations – DVD is included in facilitator resources as a backup)
- **PowerPoint presentation** (video clips are included in the slide presentation)
- **Activity**
- **Workbook needed for an activity**
- **Whiteboard Activity**
- **Reflection Activity in Learning Journal**
- **Key Messages**
Module 9 – Learning Outcomes

By the end of this module participants will be able to:

- Review their learning from modules 6 – 8.
- Identify examples of work practices using knowledge and techniques learned.
- Identify further areas of development.
- Develop practice skills using examples discussed.

<table>
<thead>
<tr>
<th>Time</th>
<th>1.5 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment</td>
<td>Laptop, data projector, speakers</td>
</tr>
<tr>
<td>DVD</td>
<td>Culture, Communication and Relationships at Work</td>
</tr>
<tr>
<td>Workbook</td>
<td>WB 5.2 Our Workplace Continuum</td>
</tr>
<tr>
<td></td>
<td>WB 7.1 Scenario 2 – Video Dialogue – If it is to be, it is up to ME!</td>
</tr>
</tbody>
</table>

Session Brief

**Session 1:**

This module is structured to give participants the opportunity to review their learning from modules 6 – 8.

They will reflect on and discuss examples of how they have applied aspects of their learning within the workplace.

Participants will have an opportunity to identify any aspects that they may be having some difficulty with and work in groups to consider ways to help manage any issues.

**Session 2:**

The group will revisit the 'Our Workplace' sheet to discuss the examples discussed in module 5.
Session Planning

By the end of this module participants will be able to:

- Review their learning from modules 6 – 8.
- Identify examples of work practices using knowledge and techniques learned.
- Identify further areas of development.
- Develop practice skills using examples discussed.

<table>
<thead>
<tr>
<th>Module 9</th>
<th>1.5 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>Activity</td>
</tr>
<tr>
<td><strong>Session 1</strong></td>
<td><strong>Learning Review (45 mins)</strong></td>
</tr>
<tr>
<td>10 mins</td>
<td>Review Exercise</td>
</tr>
<tr>
<td>5 mins</td>
<td>Discussion</td>
</tr>
<tr>
<td>15 mins</td>
<td>DVD Scenario One – Iris</td>
</tr>
<tr>
<td>10 mins</td>
<td>Aspects that are not going well.</td>
</tr>
<tr>
<td>5 mins</td>
<td>Discussion</td>
</tr>
</tbody>
</table>

5 mins **BREAK**

**Session 2** | **Our Workplace Review (40 mins)** | |
| 30 mins | Our Workplace – Continuum | Whiteboard |
|         |                          | Workbook   |
| 5 mins  | Entries into Learning Journal | Learning Journal |
| 5 mins  | Close                      |            |

**End of Module 9**
This module is provided as a review of the material participants have covered to date.

The purpose of these sessions is to achieve three goals:
1. Review the material covered to date.
2. Establish and build on the learning that has occurred.
3. Connect the learning to workplace experiences and identify any further opportunities to improve practice.

The structure of this session is to be guided by the facilitator. This guide sets out suggested activities that the facilitator can use to support the learning; however, the sessions should be guided by the facilitator recognising the needs of the participants during the session.

The DVD supplied for this course ‘Culture, Communication and Relationships at Work’ has clips used for this program. The clips can be used to create discussions around many learning points for this program. Only two clips have been used in module sessions for the program, however, you are encouraged to reuse these clips as well as others to discuss additional learning topics.

There are three clips on the main menu and supplementary clips in the sub-menu.

The DVD menu includes:

Main Menu
1. Workplace Awareness – Module 5 - Iris
2. If it is to be, it is up to ME! – Module 7 – Angela
3. Listen to Hear – Module 8 – Leon

Supplementary Clips (not used in any modules)
4. Workplace Integrity
5. Making a Request
6. Offering a Solution
The next clips are about a worker coaching and mentoring
7. Who’s Mentoring Who?
8. To Tell or Not to Tell

‘Our Workplace’
The sheet that participants discussed in Module 5.
In addition to the sheet participants will also revisit the continuum exercise completed in module 5 to reassess where they think things are at now.

The sessions cover the following subject matter:

Module 6 – Multicultural Me!
- Explored multiculturalism in Australia.
- Discussed new and emerging communities.
- Created an individual cultural profile by identifying individual differences in the workplace.

Module 7 – Beyond Words
- Cross cultural communication skills.
- Culture shock.
- Cultural misunderstandings.
Facilitator Guide For Care and Support Workers - Culture, Communication and Relationships at Work

Module 8 – Listen to Hear!

Facilitator Note

- Key elements for active listening.
- Applied the five elements of active listening to a scenario:
  - pay attention
  - show that you are listening
  - provide feedback
  - defer judgment
  - respond appropriately.
- Giving and receiving instructions.

Session 1 Learning Review (45 mins)

The following are suggested activities. The allocated timeframe for these activities is 45 minutes. You will need to ensure that you allocate sufficient time for the suggested activities to ensure that time allocated to the final activity is not compromised.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review exercise</td>
<td>Divide groups into three and allocate a module per group to review what they learned.</td>
</tr>
<tr>
<td>2. Explore examples of learning in the workplace.</td>
<td>Ask participants to discuss how they have tried to use elements of what they have learned in workplace situations.</td>
</tr>
<tr>
<td>3. DVD Scenario Two – Angela</td>
<td>Use the DVD clip to get participants to identify examples of the key elements of active listening:</td>
</tr>
</tbody>
</table>
  - Paying attention, ‘be present’, avoid distractions
  - Show that you are listening; use your body language positively; smiling, nodding, your posture shows interest or enthusiasm, small verbal sounds like uh huh, yes, ok etc.
  - Provide feedback; reflect back to the person what you heard, ‘so are you saying …’, ask questions ‘Is this what you mean’.
  - Defer judgment; don’t interrupt or think about a response before they have finished.
  - Respond appropriately; be respectful, open and honest.

Form groups and ask participants to consider:

- What could Angela have done differently to show that she was listening actively?
- Sharon is the supervisor, what could she have done differently to show that she was listening actively?

Bring the groups back together to discuss their outcomes.

1. Identify aspects of learning in the workplace that are not going so well.
   In pairs discuss the aspects that are still challenging for you. Choose one each and discuss strategies that you can use to move forward.
   Bring pairs back together and share their discussions.
2. Look for opportunities to improve.
   Participants discuss how they can look for opportunities to improve how they work with each other. What have others done in these situations?
Session 2  Our Workplace Continuum (40 mins)

Activity  Purpose and Key Points

The following must be used as the closing session for the module:

**Our Workplace** (30 mins)

Revisit the ‘Our Workplace’ sheet from Module 5.

Refer to the continuum participants completed in module 5. Ask the group if there are any additional examples that they have thought about and would like to add to the sheet.

Facilitator to draw four continuums on the whiteboard. One for each group to record their results.

<table>
<thead>
<tr>
<th>WB 5.2 pg 38</th>
<th>‘NEED HELP’</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>‘PERFECT’</td>
</tr>
</tbody>
</table>

Group exercise

You will need:
- four different coloured whiteboard pens

Divide participants into **four groups** and hand out a different coloured whiteboard pen to each group. Groups are to discuss their previous rating, would it still be the same or has it shifted.

Come to a **consensus** in the group as to where they think each example is currently rated.

If there are significant differences amongst the group, individuals can justify their rating with relevant examples. However, they will still need to agree on a consensus decision for the group. **Record** any changes in their rating on their worksheet.

Once groups have completed all their examples they are to record their ratings on one of the **continuums on the whiteboard**. Use the number that represents the example (see continuum below).

<table>
<thead>
<tr>
<th>WB 5.2 pg 38</th>
<th>‘NEED HELP’</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td>‘PERFECT’</td>
</tr>
</tbody>
</table>

Ask the groups to review the results on the board and highlight any areas that are of interest and why?

Ask groups what they think needs to happen to move forward on the continuum in areas where they have highlighted that they are not doing so well.

What can they personally do to action the points where things are not going so well?
- Are there any examples that individuals are still personally struggling with?
- What do they need to do in order to improve their situation?
- What can others do to help?

**Learning Journal**

Ask participants to take a few moments to reflect on their learning journal entry for this module.

Create an entry to record what examples they are doing well at and describe how they are contributing to this. Highlight what they still need to work and one action they will commit to within the next two weeks.

**Close**

Ask participants to choose one example from their learning journal entry that they will commit to action and share with the group.

Thank the group for their participation and close the module appropriately.
If you don’t have time to do it right, when will you have time to do it over. – John Wooden
MODULE 10

Embrace the Unknown

For Care and Support Workers

Facilitator Guide
### Module 10 Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30 minutes</td>
<td>Know me before you judge me!</td>
</tr>
<tr>
<td></td>
<td>Break – 5 minutes</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>55 minutes</td>
<td>Give a little, take a little!</td>
</tr>
</tbody>
</table>

#### End of Module 10

### Symbols Used

- **Information for the Facilitator to take note of prior to the activity**
- **DVD activity** (DVD clips are embedded into power point presentations - DVD is included in facilitator resources as a backup)
- **PowerPoint presentation** (video clips are included in the slide presentation)
- **Activity**
- **Workbook needed for an activity**
- **Whiteboard Activity**
- **Reflection Activity in Learning Journal**
- **Key Messages**
Module 10 – Learning Outcomes

By the end of this module participants will be able to:

- Explore their understanding of the principles and practices required to build trust and confidence in workplace relationships.
- Explore trust issues using case scenarios.
- Identify strategies to build trust and confidence in workplace relationships.

<table>
<thead>
<tr>
<th>Time</th>
<th>1.5 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment</td>
<td>Laptop, data projector, speakers</td>
</tr>
<tr>
<td>PowerPoint</td>
<td>PPT 10.1 Cover Slide</td>
</tr>
<tr>
<td></td>
<td>PPT 10.2 Questions</td>
</tr>
<tr>
<td>Workbook</td>
<td>WB 10.1 Trust Scenarios</td>
</tr>
<tr>
<td></td>
<td>WB 10.2 Key Messages</td>
</tr>
</tbody>
</table>

Session Brief

**Session 1:**

This session explores the principles and attributes of trust. Building trusting relationships in our workplace is important and helps to build our confidence in workplace situations.

**Session 2:**

Participants explore examples of trust using their own experiences. These examples along with the information in Session 1 are applied to brief scenarios where groups will use these to identify trust issues. Groups will role-play a dialogue that they have created to demonstrate how trust can be built in relationships.
Session Planning

By the end of this module participants will be able to:

- Explore their understanding of the principles and practices required to build trust and confidence in workplace relationships.
- Explore trust issues using case scenarios.
- Identify strategies to build trust and confidence in workplace relationships.

<table>
<thead>
<tr>
<th>Module 10</th>
<th>1.5 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>Activity</td>
</tr>
<tr>
<td>Session 1</td>
<td><strong>Know me before you judge me (30 mins)</strong></td>
</tr>
<tr>
<td>15 mins</td>
<td>Group Activity and discussion – Let’s talk!</td>
</tr>
<tr>
<td>5 mins</td>
<td>Welcome</td>
</tr>
<tr>
<td>10 mins</td>
<td>Discussion - Trust</td>
</tr>
<tr>
<td></td>
<td>Reflection Questions</td>
</tr>
<tr>
<td>5 mins</td>
<td><strong>BREAK</strong></td>
</tr>
<tr>
<td>Session 2</td>
<td><strong>Give a little, Take a little (55 mins)</strong></td>
</tr>
<tr>
<td>20 mins</td>
<td>Group exercise - Scenarios</td>
</tr>
<tr>
<td>10 mins</td>
<td>Circulate</td>
</tr>
<tr>
<td>10 mins</td>
<td>Presentations</td>
</tr>
<tr>
<td>10 mins</td>
<td>Discussion</td>
</tr>
<tr>
<td>5 mins</td>
<td>Entries into Learning Journal</td>
</tr>
</tbody>
</table>

**End of Module 10**
### Why is trust so important?

We need to develop and maintain relationships with others. We need those relationships to be healthy, to be happy, and to be successful. What is important is the quality of the relationship.

Trust is the foundation on which a relationship is built. Trust is the ingredient for a healthy relationship. In any kind of relationship trust is a treasure that is hard to gain but easy to lose.

Building trust in the workplace and other relationships takes time.

Good communication skills are critical to help build trust and confidence with your work colleagues and others. People give us a wealth of information when we interact with them. Developing good communication skills requires a willingness and commitment to put aside any judgments we may have and to genuinely work at getting to know our work colleagues. This includes being prepared to share who we are and to support and include others in our conversations and decision making discussions.

The following list outlines skills that are essential to communication:

**Look, Listen, Ask!**

- **Look** beyond what you initially see, e.g. skin/hair colour, dress, eyes, facial expressions and body language. These give us an initial perception of an individual.

- **Hear** what the individual is saying, e.g. hear the whole message, this may change your perception of the individual; listen to their tone, inflections, volume.

- **Ask** questions to get even more information to help you identify potential value in the relationship. The quicker you do these things the less time it will take to effectively communicate with others.

**Empathise!**

- ‘Walk a mile in my shoes’. Be proactive in trying to understand an individual’s emotional state, how they are feeling, what’s their mood, try to make sense of their appearance/attitude/behaviour to get a quick snap shot of the situation.

**Recognise an individual’s needs!**

- We all have needs. Appreciate that others have needs just like you, try and identify what they are.

**Seek out opportunities to add value!**

- Acknowledge the differences that you each hold and how this can bring value to your working relationship.

**Own it!**

- Make a commitment to work on sharing and building relationships in the workplace. As the saying goes ‘You get what you deserve’. When you are 100% committed others will notice and respect you for this.
## Activity

<table>
<thead>
<tr>
<th>Facilitator Note</th>
<th>Purpose and Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participate!</strong></td>
<td>- Participation is a two-way process; you can’t do it on your own. For a relationship to be successful there needs to be a commitment by both parties that will lead to positive interaction and mutual benefits.</td>
</tr>
<tr>
<td><strong>Keep your word!</strong></td>
<td>- If you say you’re going to do something, do it! People will trust you if you are consistent with what you say and do. If they trust you they will listen to what you have to say. If you cannot do something at that moment in time it is good to say so; give reasons and maybe renegotiate.</td>
</tr>
</tbody>
</table>
| **Key attributes to being trustworthy:** | - Be truthful  
- Be reliable  
- Be loyal  
- Be unbiased / non-judgmental  
- Be humble  
- Be accountable  
- Be cooperative  
- Be patient and kind  
- Be open and honest |

Although many variables affect our workplace (relationships), we are all accountable and a vital ingredient in endeavours to create a productive and friendly environment. We spend a large portion of our lives at our places of work. If we [put in the effort to] use our interpersonal skills, effectively communicate, prevent conflict, and resolve conflict, we will be more productive at work. We will also reduce the amount of stress created in the workplace resulting in greater job satisfaction. We will always have stress at work. Not everyone will commit to building successful relationships at work. Some will actually try to create conflict. One thing is certain: if you make the effort it will bring value to your relationships at work!

---

## Reading references

**WB pg 72**

In addition to your own resources, below are website links to readings that can support your discussions on this topic:

This link is has some very good principles of trust which supports the key attributes of trustworthiness above.

http://veterinarynews.dvm360.com/dvm/article/articleDetail.jsp?id=144084

Building Trust

http://ilcantone.com/2010/01/how-to-build-trust-in-5-words/
### Session 1

**Know me before you judge me! (30 minutes)**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose and Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facilitator Note</strong></td>
<td>This is an introductory activity that gets participants listening to one another and in doing so, finding out a little more about each other's values. Participants will talk individually with people in the group by responding to a set of predefined questions. During their brief conversations participants may experience the following:</td>
</tr>
<tr>
<td></td>
<td>- Apprehension to share some personal information.</td>
</tr>
<tr>
<td></td>
<td>- Difficulty understanding accents.</td>
</tr>
<tr>
<td></td>
<td>- Distractions such as hearing other responses to the questions.</td>
</tr>
<tr>
<td><strong>PowerPoint</strong></td>
<td>The power point presentation is set up with the questions and a timer to indicate 30 seconds. The questions get a little more challenging as the activity progresses.</td>
</tr>
<tr>
<td><strong>Participants form two circles, one inside the other.</strong> The inner circle faces out and pairs up with the outer circle, which faces in. Participants will respond to questions on a power point slide. The circles will rotate so participants get to communicate with different people throughout the exercise. As the circles rotate in opposite directions, participants are paired up with a different person.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Split the group into two equal teams (if you have an odd number of participants, join in yourself to even the numbers).</td>
</tr>
<tr>
<td></td>
<td>- Ask one team to stand in a circle, facing outwards.</td>
</tr>
<tr>
<td></td>
<td>- Ask the second team to find a partner in the circle and stand on the outside facing them. There should now be an inner circle and an outer circle.</td>
</tr>
<tr>
<td></td>
<td>- Ask participants to greet each other with a greeting from their culture.</td>
</tr>
<tr>
<td></td>
<td>- Explain that questions will pop up on the power point slide. One person will be asked to give their response to the question to their partner. Point out that these will be open questions and there can be no wrong answers. The facilitator will tell the group who will respond to the question, e.g. ‘The people in the outside circle are to give the response to their partner in the inner circle.’</td>
</tr>
<tr>
<td></td>
<td>- The respondent will have 30 seconds to give their answer before they are stopped by the facilitator. While the respondent is talking, their partner must just listen and not speak.</td>
</tr>
<tr>
<td></td>
<td>- The facilitator will then ask the pairs to swap roles and the respondent becomes the listener and the listener responds to the same question. Once again, the respondent to the question will have 30 seconds to give their answer.</td>
</tr>
<tr>
<td></td>
<td>- Stop the exercise after 30 seconds and congratulate the group on their first attempt.</td>
</tr>
<tr>
<td></td>
<td>- Explain that they are now going to move to a different partner (moving clockwise). Instructions on moving participants around are on the appropriate slides.</td>
</tr>
<tr>
<td></td>
<td>- Show the next question on the power point slide. Alternate which circle asks the question first in order to give equal thinking time, e.g. the people in the inner circle are to respond to the question followed by the outer circle.</td>
</tr>
<tr>
<td></td>
<td>- Continue until all slides are completed.</td>
</tr>
</tbody>
</table>
### Activity

<table>
<thead>
<tr>
<th>Purpose and Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lead a discussion</strong> with the group to explore the following:</td>
</tr>
<tr>
<td>- How did it feel to tell a little about yourself to someone you don’t know on a personal level?</td>
</tr>
<tr>
<td>- How did your own answers change as the exercise progressed? Did you hold back or feel free to tell it all?</td>
</tr>
<tr>
<td>- Which questions did you feel uncomfortable to answer?</td>
</tr>
<tr>
<td>- What made it easy/hard to discuss your thoughts with someone else?</td>
</tr>
<tr>
<td>- How do you think you did as a listener?</td>
</tr>
</tbody>
</table>

---

**Facilitator Note**

The *continuum activity is intended to create a discussion about the importance of trust in a workplace.*

It is critical that participants understand that there is no right or wrong answer to this exercise, it is about creating an awareness of how important it is to build an environment of trust.

---

**Welcome**

**Welcome participants to module 10** which focuses on building trust and confidence in the workplace.

**Ask the question:** How important is it to work in a trustworthy workplace?

Participants are to place themselves on a continuum where 0 = Not so important and 10 = Extremely important.

If participants place themselves lower than ‘extremely important’, ask them what they consider to be more important.

Where participants have placed themselves at the ‘extremely important’ end of the continuum, ask them to describe what drives their passion about this topic.

Use the quote below to emphasise the key messages on the importance of building trust.

"The most productive people are the most trusting people. If this seems to be an astonishing statement, it shows how distorted the concept of trust has become. Trust is one of the most essential qualities of human relationships. Without it, all human interaction, all commerce, all society would disappear."

- Taylor McConnell in *Group Leadership for Self Realization*
Activity | Purpose and Key Points
--- | ---
Welcome | Cultural differences can create misunderstandings between team members before they have had a chance to establish any credibility (and trust) with each other.

Credibility, respect and fairness build trust and confidence, therefore as individuals we need to understand and work with difference so that we can be more trusting in the workplace.

Remember, misunderstanding and lack of trust doesn’t just occur between different cultures, it also happens with people from the same cultural background. People may have different values and communication styles etc, and we may misread their intentions or they ours.

**Ask participants to reflect** on the following question, they do not need to give their answer but will use their thoughts to complete an entry into their learning journal.

We will continue to reflect on this during the workshop:

- What can I do to be more trusting towards others in my workplace?

Refer to the learning objectives for the module.

---

**Facilitator Note**

Use the information in the facilitator notes at the beginning of this session as a resource to support the discussion in the following exercises.

The intent of the discussion exercise is to get participants to contribute what they think trust and distrust look like from their experiences of people they know. This is an excellent way to go and perhaps a link back to TNA / workplace would work well / provide a catalyst if need be.

This will build into the group exercise where participants will consider a brief scenario and identify strategies to build trust.

---

**Discussion (10 mins)**

Emphasise that being trusted builds our confidence in workplace relationships.

**Lead a discussion** with the group to highlight the following:

Ask the group to think of someone that they trust. How do you know they could be trusted? What do they do? How do you feel?

(Refer to the key attributes) e.g. Honest, loyal, non-judgmental, feel listened to, etc.

Now think of someone that you do not trust. What is it about this person that you don’t trust? How do you feel whenever you have to interact with them?

**Summarise the points** from the discussions above and write on the whiteboard.

Have you ever thought that you couldn’t trust someone and then later found out that you could? What was it that changed your mind?

---

**Refer participants back to the reflective question** and add in a second question (remind participants that they don’t need to respond at this stage):

- What can I do to be more trusting towards others in my workplace?
- What can I do to be trusted in my workplace?

---

**Summary**

**Use the following quote to summarise the session:**

“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.” - Maya Angelou

Ask individuals to share what the message in this statement might mean to them.

---

**BREAK (5 mins)**

End of Session 1
### Session 2  
**Give a little, take a little? (55 minutes)**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose and Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facilitator Note</strong></td>
<td>In groups participants explore a brief scenario to identify issues of trust and create a brief role-play to act out how their scenario could be handled differently.</td>
</tr>
<tr>
<td>Circulate</td>
<td>Groups will also circulate around the different scenarios to see what other groups have as potential trust issues. The intent of this exercise is that all individuals are exposed to the context of scenario so they have some background before the groups act out their suggested responses.</td>
</tr>
<tr>
<td>Skills practice</td>
<td>While participants may be reluctant to role-play, explain that it is a helpful way of stepping into another’s shoes to experience what it might be like from another perspective.</td>
</tr>
<tr>
<td>Individual differences</td>
<td>Be mindful of the individual differences in each group. Consider inviting someone to read out the scenario to their group and ask that they do so clearly and slow enough for everyone to follow. Facilitator should move around the groups encouraging participants to ask questions if they don’t understand the task.</td>
</tr>
</tbody>
</table>

---

**Divide participants into three small groups.** Each group is given a scenario and a large sheet of paper to record their discussions.

Instruct participants to consider their learning from the previous session as well as other modules relating to working with other cultures. Use this information to support their discussions.

---

**Scenario One**

Margie (Australian) is a buddy to Alice (Chinese) who began working at the facility two weeks ago. Margie has been with the organization for 8 years and is very experienced. Margie is tired of trying to understand Alice’s strong accent, although she hasn’t tried anything to help the situation.

Alice likes to have detailed information to ensure that she is completing the tasks correctly. She is doing well completing the daily tasks.

Margie is in the staff room for morning tea and says to her friend and colleague, Sherie, “Why don’t we just employ people who speak and understand English. It would make my job so much easier!” Sherie nods in agreement and adds, “I know! I wonder how they make it through the interview”.

**Scenario Two**

Abena is a young African woman who has worked as a care worker for six months. She is from the Agency and is working in the facility for the day.

Sarah (Polish) is the supervisor. Sarah sees Abena in the hallway and says “Where have you been? Can you go to see Mr Paxton; he should have had his shower by now. He’s waiting”.

As Sarah walks away, she mutters under her breath, “She won’t even look me in the eye when I’m speaking to her. How am I supposed to know if she understands or not? Read her mind? Why do they bother sending us these people, we always have problems with them, aarrgh!”
Scenario Three

Naomi is English (migrated from the UK about 2 years ago) and is an experienced supervisor. Today she is working with a care worker, Angara (Filipino). Angara has been living in Australia for the past eight months and began working at the facility about two months ago. She is keen to learn, however has found it difficult as she has been yelled at occasionally by some of the other staff for not doing what she has been told.

Naomi recognises that Angara is not meeting the expectations of the job and sits down with Angara to go over her workload for the morning. Naomi says to Angara, “I might get you to weigh Mr G and I’ll do his BP and pulse before you do his shower. After everyone has finished their breakfast, perhaps then you could sort through his clothes to see if anything needs mending or re-labelling. Put them into a bag for the family.

Sorry hang on Angara, Hey Sue would you be able to look in on Mrs B. I’m a little bogged down at the moment with Angara, thanks.

Ok now where were we. Right, also maybe you could check to see if Mr G’s personal items in the bathroom needs replacing. Ok Angara are we all good to go?”

Angara responds with a hesitant nod, “Yes. I think so”.

After breakfast Naomi checks to see how Angara is going. When she goes into Mr G’s room, she finds him very upset. Angara has put all his clothes into a bag and is going through his toiletries and putting them into another bag.

Mr G tells Naomi, “This black ‘b….’ is trying to steal all my stuff!”

Naomi takes Angara outside the room and says, “Angara, what were you thinking, putting all Mr G’s stuff into bags? See how upset you have made him? You need to pay attention Angara, if you can’t do it then say so!”

Discussion (10 mins)

After 10 minutes give the groups a signal that they should be on to their brief dialogue.

Each of the above scenarios have the same questions to discuss:

1. How do you think (name of person in the scenario) is feeling?
2. What are some of the key issues in this scenario?
3. What are the elements of trust that need to be worked on?

Task:

4. Your group is to consider a different response to the situation and create a brief dialogue (no more than 3 minutes) to demonstrate how trust can be built between the staff; and with the resident/client. Keep it brief; consider one or two responses per person. Record this on a separate A4 sheet of paper.
5. Choose two members of your group to act out your scenario. Remember the timeframes.
Activity | Purpose and Key Points
--- | ---
Circulate (10 mins) | **Stop each group after 15 minutes.** Explain that they will now have an opportunity to take a look at the other scenarios. Instruct each group to move to another group’s sheet. One person is to read the scenario out loud and then they are to take a look at what the group came up with in response to the questions. Do they have any additional suggestions? Write these on the sheet using a different coloured pen.

Stop the groups after 5 minutes and move to the last sheet. Repeat the exercise.

Skills practice | Groups return to their original sheet and prepare to present their brief dialogue to the other groups.

Allocate the groups the order in which they will present.

Presentations (10 mins) | **Facilitator to give a quick overview** of the context of the scenario before the group presents, e.g.

1. This scenario is about Margie (Buddy) who is Polish and Alice (Care worker) who is Chinese. Margie is frustrated with not being able to understand Alice’s heavy accent and complains to her colleague who agrees with her derogatory comments;

2. This scenario is about Abena, an Agency care worker who is African and working at a facility for the day and a supervisor Sarah who is Australian. Sarah expects eye contact when she is speaking and Abena doesn’t do this. Sarah doesn’t know if Abena understands what she has said and mutters about the Agency sending us ‘these people’.

3. This scenario is about Naomi a care worker who is Australian and her co-worker Angara who is Filipino. Naomi is giving instructions to Angara about the tasks they have to complete for the morning. There are too many instructions and they are unclear. A resident is upset and abuses Angara.

You will need to give a signal when time is up to ensure that the groups don’t go over time.

Discussion (10 mins) | After all the groups have presented, acknowledge any apprehension and thank the groups for participating in the role-plays.

Lead a discussion to find out what the key trust issues were in the scenarios.

How did each group address this in their role-play?

Refer to the participant workbook to discuss the key messages to summarise the session.

Learning Journal WB pg 89 | Ask participants to record in their journal their thoughts about the two reflective questions and their view on trust and relationships. Has finding out more about each other and sharing improved understanding and trust?

**What can I do to be more trusting towards others in my workplace?**

**What can I do to be trusted in my workplace?**

Close (5 mins) | Conclude the session by revisiting the learning outcomes.

Go around the group and ask individuals to contribute one piece of learning from their journal entry that they will commit to action in the workplace.

Thank the group for their participation and close appropriately.

**END OF MODULE 10**
## WB 10.2

**Key messages: WB pg 75**

<table>
<thead>
<tr>
<th>Trust Principle or Attribute</th>
<th>Buddy, Supervisor and Care-worker</th>
<th>Care-worker and Co-worker</th>
<th>What can we do about it?</th>
</tr>
</thead>
</table>
| **Empathise**                | • Step into the shoes of the person you are working with to understand their perspective.  
E.g. They have difficulty with pronunciation; eye contact is different across cultures; instructions need to be clear.  
Consider what it would be like if you worked in a facility in their country where the dominant language was one you didn’t know. How would you cope? This might give you some ideas on what you can do. | • Step into the shoes of the person you are working with to understand their perspective.  
E.g. They have difficulty understanding heavy accents; eye contact is different across cultures; need to know that you understand the instructions. | • Slow down when speaking  
• Eye contact can be disrespectful in some cultures, check it out.  
• Give instructions in small chunks and check to see if they understand.  
• Ask if you don’t understand what to do.  
• Be patient, you both want the best outcome. |
| **Recognise others needs**   | • Identify what the other person needs you to know or do for communication to be effective.  
They need you to:  
E.g. show respect for individual differences, know that they are having problems with pronunciation but they can still carry out the task; understand that they do some things different to your cultural value; know that they want to feel valued not intimidated; think about how you could give instructions in a different way so that they can understand. | • Identify what the other person needs you to know or do for communication to be effective.  
They need you to:  
E.g. say that you don’t understand it’s safer for everyone; know that they have difficulty understanding your accent; tell them that the instructions are confusing for you; let them know if there is a better way for you to understand instructions. | • Work on speaking clearly by slowing down and pronouncing your words.  
• Use active listening skills to get a two-way communication process working.  
• Work with each other to better understand what works well when communicating.  
• Think about your responsibility in the communication process. Ask yourself, ‘what part did I play in the misunderstanding?’ before responding. |
| **Own it!**                  | • Commit to building relationships with people in your workplace. Take time to save time!  
E.g. Recognise people’s strengths. Reflect on your comments, are they appropriate? How do you think they might feel if they heard those comments? Be courageous and responsible by using self-reflection to check out your views. | • Commit to building relationships with people in your workplace. Take time to save time!  
E.g. it’s easy to stick with people that have similar cultures and values to you. Have courage to work on building relationships with others and having conversations that can improve your pronunciation. | • Take opportunities to participate in conversations.  
• Encourage ESL colleagues in discussions.  
• Stop judging people based on what you think you know about them. Get to know them. |
“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.” - Maya Angelou
Look Beyond the Problem

For Care and Support Workers

Facilitator Guide
### Module 11 Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>50 minutes</td>
<td>What's My Style?</td>
</tr>
<tr>
<td></td>
<td>Break – 5 minutes</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>60 minutes</td>
<td>Look at ME!</td>
</tr>
</tbody>
</table>

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### Symbols Used

- **i** Information for the Facilitator to take note of prior to the activity
- **DVD** DVD activity (DVD clips are embedded into power point presentations – DVD is included in facilitator resources as a backup)
- **PowerPoint presentation** (video clips are included in the slide presentation)
- **Activity**
- **Workbook needed for an activity**
- **Whiteboard Activity**
- **Reflection Activity in Learning Journal**
- **Key Messages**
Module 11 – Learning Outcomes

By the end of this module participants will be able to:

- Discuss the characteristics of conflict resolution styles.
- Identify their preferred conflict resolution style.
- Describe a conflict situation in the workplace.
- Explore how conflict can be positive and negative.
- Identify one or more cultural differences they have observed during conflict situations.
- Explore an approach to resolving conflict and apply elements to a workplace scenario.

<table>
<thead>
<tr>
<th>Time</th>
<th>1 hour 55 minutes</th>
</tr>
</thead>
</table>

**Equipment**

- Laptop, data projector, speakers

**Cards**

- C 11.1 Animals

**PowerPoint**

- PPT 11.1 Cover Slide
- PPT 11.2 What’s my style?
- PPT 11.3 Scenario
- PPT 11.4 My approach

**Workbook**

- WB 11.1 My approach

---

**Session Brief**

**Session 1:**

This session explores conflict and characteristics of conflict resolution styles. Participants will explore their conflict style preference and traits they may use in conflict situations.

Conflict in the workplace can be damaging to relationships if not managed appropriately. Participants will discuss an example of conflict in their workplace.

**Session 2:**

Groups choose one of their members to participate in a role-play to demonstrate a conflict resolution style. Other members of the groups observe the role-play to feedback their observations in relation to the conflict styles and behaviour.
Session Planning

By the end of this module participants will be able to:

- Discuss the characteristics of conflict resolution styles.
- Identify their preferred conflict resolution style.
- Describe a conflict situation in the workplace.
- Explore how conflict can be positive and negative.
- Identify one or more cultural differences they have observed in conflict situations.
- Explore an approach to resolving conflict and apply elements to a workplace scenario.

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**Module 11**

**1 hour 55 minutes**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Resource(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td><strong>What's my style? (50 mins)</strong></td>
<td></td>
</tr>
<tr>
<td>5 mins</td>
<td>Welcome / Housekeeping</td>
<td>Whiteboard</td>
</tr>
<tr>
<td>5 mins</td>
<td>Brainstorm</td>
<td>Whiteboard</td>
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<tr>
<td></td>
<td>(leave this on whiteboard for the group discussion)</td>
<td></td>
</tr>
<tr>
<td>5 mins</td>
<td>Conflict or Not! – pair discussion</td>
<td>A4 paper, marker pens</td>
</tr>
<tr>
<td>5 mins</td>
<td>Group discussion/brainstorm</td>
<td>Whiteboard</td>
</tr>
<tr>
<td>5 mins</td>
<td>Conflict styles</td>
<td>PowerPoint, Animal cards</td>
</tr>
<tr>
<td>5 mins</td>
<td>What's my style?</td>
<td>PowerPoint, Large pre-prepared sheets, Marker Pens</td>
</tr>
<tr>
<td></td>
<td>(Brainstorm sheets are used in the Session 2 exercise.)</td>
<td></td>
</tr>
<tr>
<td>10 mins</td>
<td>The animal in me!</td>
<td></td>
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<tr>
<td>10 mins</td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>5 mins</td>
<td>Summarise</td>
<td></td>
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<tr>
<td><strong>5 mins</strong></td>
<td><strong>BREAK</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td><strong>Look at ME! (60 mins)</strong></td>
<td></td>
</tr>
<tr>
<td>10 mins</td>
<td>Act it out!</td>
<td>Brainstorm sheets, PowerPoint</td>
</tr>
<tr>
<td>10 mins</td>
<td>Meet with me! – skills practice</td>
<td>Chairs</td>
</tr>
<tr>
<td>10 mins</td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>5 mins</td>
<td>“I've got your back, have you got mine?”</td>
<td>PowerPoint</td>
</tr>
<tr>
<td>10 mins</td>
<td>My Approach!</td>
<td>Workbooks</td>
</tr>
<tr>
<td>10 mins</td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>5 mins</td>
<td>Journal entry</td>
<td>Learning Journal</td>
</tr>
</tbody>
</table>

**End of Module 11**
<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose and Key Points</th>
</tr>
</thead>
</table>
| Facilitator Note | Resolving conflict rationally and effectively James Manktelow and Amy Carlson.  

- In many cases, conflict in the workplace just seems to be a fact of life. We've all seen situations where different people with different goals and needs have come into conflict. And we've all seen the often-intense personal animosity that can result.
- The fact that conflict exists, however, is not necessarily a bad thing: As long as it is resolved effectively, it can lead to personal and professional growth.
- In many cases, effective conflict resolution can make the difference between positive and negative outcomes.

The good news is that by resolving conflict successfully, you can solve many of the problems that it has brought to the surface, as well as getting benefits that you might not at first expect:

- **Increased understanding**: The discussion needed to resolve conflict expands people's awareness of the situation, giving 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.
- **Improved 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.

However, if conflict is not handled effectively, the results can be damaging. Conflicting goals can quickly turn into personal dislike. Teamwork breaks down. Talent is wasted as people disengage from their work. And it's easy to end up in a vicious downward spiral of negativity and recrimination.

If you're to keep your team or organization working effectively, you need to stop this downward spiral as soon as you can.

### Conflict styles

- **Competitive**: High assertiveness and low cooperativeness. - the goal is to “win”

People who tend towards a competitive style take a firm stand, and know what they want. They usually operate from a position of power, drawn from things like position, rank, expertise, or persuasive ability. This style can be useful when there is an emergency and a decision needs to be made fast; when the decision is unpopular; or when defending against someone who is trying to exploit the situation selfishly. However it can leave people feeling bruised, unsatisfied and resentful when used in less urgent situations.

- **Collaborative**: High assertiveness and high cooperativeness - the goal is to “find a win-win solution”

People tending towards a collaborative style try to meet the needs of all people involved. These people can be highly assertive but unlike the competitor, they cooperate effectively and acknowledge that everyone is important. This style is useful when you need to bring together a variety of viewpoints to get the best solution; when there have been previous conflicts in the group; or when the situation is too important for a simple trade-off.
**Compromising:** Moderate assertiveness and moderate cooperativeness - the goal is "to find a middle ground"

People who prefer a compromising style try to find a solution that will at least partially satisfy everyone. Everyone is expected to give up something and the compromiser (him- or herself) also expects to relinquish something. Compromise is useful when the cost of conflict is higher than the cost of losing ground, when equal strength opponents are at a standstill and when there is a deadline looming.

**Accommodating:** Low assertiveness and high cooperativeness - the goal is to “yield”

This style indicates a willingness to meet the needs of others at the expense of the person’s own needs. The accommodator often knows when to give in to others, but can be persuaded to surrender a position even when it is not warranted. This person is not assertive but is highly cooperative. Accommodation is appropriate when the issues matter more to the other party, when peace is more valuable than winning, or when you want to be in a position to collect on this “favour” you gave. However people may not return favours, and overall this approach is unlikely to give the best outcomes.

**Avoiding:** Moderate assertiveness and moderate cooperativeness - the goal is "to find a middle ground"

People tending towards this style seek to evade the conflict entirely. This style is typified by delegating controversial decisions, accepting default decisions and not wanting to hurt anyone’s feelings. It can be appropriate when victory is impossible when the controversy is trivial, or when someone else is in a better position to solve the problem. However in many situations this is a weak and ineffective approach to take.

Once you understand the different styles, you can use them to think about the most appropriate approach (or mixture of approaches) for the situation you’re in. You can also think about your own instinctive approach, and learn how you need to change this if necessary.

Ideally you can adopt an approach that meets the situation, resolves the problem, respects people’s legitimate interests, and mends damaged working relationships.

The following approach to conflict resolution respects individual differences while helping people avoid becoming too entrenched in a fixed position.

In resolving conflict using this approach, you follow these rules:

- **Make sure that good relationships are the first priority:** As far as possible, make sure that you treat the other calmly and that you try to build mutual respect. Do your best to be courteous to one-another and remain constructive under pressure.

- **Keep people and problems separate:** Recognise that in many cases the other person is not just "being difficult" – real and valid differences can lie behind conflictive positions. By separating the problem from the person, real issues can be debated without damaging working relationships.

- **Pay attention to the interests that are being presented:** By listening carefully you’ll most-likely understand why the person is adopting his or her position.

- **Listen first; talk second:** To solve a problem effectively you have to understand where the other person is coming from before defending your own position.

- **Set out the “Facts”:** Agree and establish the objective, observable elements that will have an impact on the decision.

- **Explore options together:** Be open to the idea that a third position may exist, and that you can get to this idea jointly.
### Activity Purpose and Key Points

**Facilitator Note**

By following these rules, you can often keep contentious discussions positive and constructive. This helps to prevent the antagonism and dislike which so-often causes conflict to spin out of control.

There are three guiding principles here: Be Calm, Be Patient, and Show Respect.

**Key Points**

- Conflict in the workplace can be incredibly destructive to good teamwork.
- Managed in the wrong way, real and legitimate differences between people can quickly spiral out of control, resulting in situations where co-operation breaks down and the team’s mission is threatened. This is particularly the case where the wrong approaches to conflict resolution are used.
- To calm these situations down, it helps to take a positive approach to conflict resolution, where discussion is courteous and non-confrontational, and the focus is on issues rather than on individuals. If this is done, then, as long as people listen carefully and explore facts, issues and possible solutions properly, conflict can often be resolved effectively.

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**Cross cultural conflict**

**Cross Cultural Conflict Resolution in Teams**

by John Ford, Mediate.com

Team members work in increasingly diverse environments: in terms of age (there are more older workers), gender (there are more women), race (there are more people of colour), language (there are more languages spoken), nationalities (there are more immigrants). Beyond these differences, there are also deeper cultural differences that influence the way conflict is approached.

The use of teams represents an important change in the way we work. The theory is that through the interdependency of the parts greater productivity is achieved by the whole. Experience has been less kind. One reason that teams fail to meet performance expectations is their paralysis through unresolved conflict. This article focuses on the impact of culture on the prevention and resolution of conflict in teams.

**Defining Culture**

Social anthropology, as the academic field responsible for the study of culture, has yet to settle on a definition of culture. However, for our practical purposes, culture is defined as the shared set of values, beliefs, norms, attitudes, behaviours, and social structures that define reality and guide everyday interactions. (Adapted from Moore and Woodrow).

This definition implies that culture is an attribute of a group, and also contemplates the fact that there may be as much variation within the group as between different groups.

We often associate culture with a national group; however, culture includes ethnic groups, clans, tribes and organizations. Teams within organizations also have beliefs, attitudes and behaviours that constitute unique cultures.

Although there are many similarities between cultures, **it is important not to minimise real differences that do exist.**

A useful tool for considering the cultures of different groups is the bell curve. The majority of a group culture will confirm to a dominant set of beliefs, attitudes and behaviours, but there will be members of the cultural group that differ in significant ways from the norm.
Individualistic and Collectivist Dimensions of a Culture

An important dimension of culture is the extent to which members identify with the group (in this case the team) rather than themselves as individuals. Individualistic cultures place a high value on "autonomy, initiative, creativity, and authority in decision making." (Moore and Woodrow) Individual interests trump group interests, and any group commitment is a function of a perceived self-benefit.

Collectivist cultures, on the other hand, value the group above the individual. Group conformity and commitment is maintained at the expense of personal interests. Harmony, getting along and maintaining 'face' are seen as crucial.

The dominant culture in the USA, Canada, Western Europe, Australia, and New Zealand is individualistic, while collectivism predominates the rest of the world. However examples of both are found everywhere. In [Australia where the most recent census found that 92% of the population is Caucasian, 7% are Asian and 1% are Aboriginal and other cultures], it can safely be assumed that a relatively high percentage of the workforce comes from a social environment that is individualistic.

Comfort with Conflict

Individualists and collectivists view conflict differently. Collectivists, who place a high value on harmony, getting along and 'face', see conflict as a sign of social failure. As a result, comfort levels with conflict situations, especially of an interpersonal nature are low. Conflict is often avoided.

While many individualists also feel discomfort with conflict, it is acknowledged as an inevitable part of life that must be dealt with. However, being in conflict with another is not necessarily something to be ashamed about. This is very complex.

Involvement and Role of Third Parties

[Organisations will have their own policy around conflict resolution and mediation. Check it out.]

Team members from a collectivist culture will probably be more comfortable with a fellow team member [or a support person] addressing a conflict, rather than bringing in someone from the outside. Individualists, on the other hand, may prefer an impartial outsider, whose relationship to the team is remote—such as a Human Resource representative or external mediator.

The expected role of the third party is also influenced by cultural dimensions. In western, individualistic cultures mediation has evolved as a process in which the third party does not make decisions for the disputants. Some mediators provide an evaluation of the strengths and weaknesses and they are described as evaluative.

At the other end of this continuum are mediators who do not make evaluations. They are purely facilitative.

In collectivist cultures, mediators are often expected to provide counsel, evaluate and advise in an effort to restore harmony. Disputants engage a third party precisely because they are unable to find a solution themselves.

Communication Styles

There are a number of factors that contribute to communication style. One factor is the extent to which it is expressive or restrained. Some team members may have been socialised to reveal strong emotions and to feel comfortable with prolonged eye contact and touch. Others may be more stoic, and mask emotions with a poker face, use monotone speech and avoid eye contact.
These different communication styles are not problematic in and of themselves. However, problems arise when value judgments are made on the basis of the different styles. For example, if team members disagree and one represents his views and feelings forcefully with a raised voice, another more restrained team member may see that as arrogant.

The same 'arrogant' team member may conclude that the restrained team member is untrustworthy because eye contact is not maintained.

Another area of difference relates to directness. Some cultures are very direct. They like to 'cut to the chase' and get frustrated with someone who 'beats around the bush'. Indirect cultures prefer to deal with relational aspects first, and to restore harmony before addressing substantive issues.

**Negotiation Style**

Negotiation is a means to satisfy needs. It can be broken down into one of two approaches—positional and interest based. Positional negotiation involves haggling over extreme positions without a clear understanding of underlying interests. By contrast, an interest based approach focuses on the needs and concerns of the disputants. An interest based approach is widely used by conflict resolution practitioners, especially in western cultures. It has been popularised through books such as “Getting to Yes” (Fisher, Ury and Patton) but the extent of its internalization is limited.

Teams should consider their own negotiation styles and make an explicit decision as to whether they will use an interest based or positional negotiation approach.

During negotiations, cultures that prefer a direct communication style will seek direct, face to face communication rather than indirect shuttle diplomacy.

There are other cultural factors that have a bearing on the way a team will approach conflict prevention and resolution. These include:

- **Our relationship to time** (Whether we are monochromic and do one thing at a time or polychromic and do several things at once. Whether we expect the process to have a start and end or to be an ongoing process).
- **Our relationship to rules** (Whether we value rules and order over feelings and relationships).
- **Our relationship to venue** (Whether we are private or public, indoor or outdoor, formal or informal).

Given that teams are comprised of diverse individuals with unique cultural backgrounds, what lessons can we distil for the successful prevention and resolution of conflict?

1. **Know Yourself and Your Own Culture**

   Starting with yourself, examine your own beliefs, values, biases, and prejudices. How do you behave? What pushes your buttons? Locate your individual culture in the context of your family, regional, and national cultures. What is the social, political and economic context of the day? Being aware of our own cultures helps us to be open to different ideas. We are able to compare and contrast different approaches without being threatened.

2. **Learn others expectations**

   We should, expect different expectations. The only way we will know what our team members expect is to have a simple conversation about the nature of conflict and how we prefer to deal with it when it arises. This should lead to a more common conversation that addresses how the team wants to work together. The sooner this happens the better. We can also read books and watch movies to understand others culture.
Activity | Purpose and Key Points
--- | ---
Facilitator Note

Learning about a new culture takes time. Some liken culture to an iceberg where over nine tenths is out of sight. So it is with culture. There is the surface culture, and then there is that which is not immediately apparent/seen.

3. **Check Your Assumptions**

As we filter incoming information through our senses (Sight, sound, smell, taste, and touch) it is natural to make assumptions. We should develop acceptable communication protocols to check out the basis of our perceptions. Failure to do so leads to inaccurate stereotypes and may foster negative feelings of hostility. One approach is to give specific feedback on the behaviour you observed (“I noticed that you avoided eye contact when we were discussing the situation.”) and to seek clarification of your interpretations. (“I suppose you could have been bored. Can you tell me what was going on?”)

Be open to various interpretations. Your first interpretation is not necessarily correct. Another variation is to give feedback on how you felt when the specified behaviour occurred. (“I felt ignored when you avoided eye contact during our discussion. Can you tell me what was going on?”) It sometimes helps to list all the possible interpretations you have thought of almost as if brainstorming.

4. **When in Rome . . . ask questions**

Does the old saying-When in Rome, do as the Romans-still have currency? After all, suggestions to learn about other cultures are so we can anticipate how situations will be dealt with and create a happier and more productive work environment. Some go so far as to say this is necessary to show respect: “When we join a team that already exists we should learn and be respectful of the existing culture, just as we would when we travel.”

'The reformulation of the adage to encourage questions reflects an attitude of inquiry. Rather than assuming you know, you ask to clarify why things are being done differently. Open ended questions are generally less threatening, but close ended questions will often eliminate confusion on a particular aspect of culture.

5. **Listen**

Listening is widely acknowledged as a key conflict prevention and resolution skill. Care should be taken not to impose an approach to listening that causes discomfort. Not all cultures or some individuals within all cultures are comfortable expressing feelings in public.

Used in a team environment effective listening enables new ways of doing things to emerge that reflect a deep knowledge for one another’s ‘ways’. This level of multi-cultural maturity will not always be achieved, and the norms will often reflect an issue by issue compromise by the different cultures present. Each team member will adhere to their own ways, and when their culture conflicts with others, adopt the others through a mix match of procedures. However, a compromise over cultural norms is better than the imposition of values by a dominant group.

6. **Consider the Platinum Rule**

The Platinum rule encourages us to treat our team members as they would like to be treated rather than the way we like to be treated (the golden rule). It is similar to the difference between sympathy and empathy. Empathy is not about "walking a mile in his moccasins" but imagining "how s/he feels walking in his moccasins." Problems with the platinum rule arise when your way and the others way clash.
### Activity

<table>
<thead>
<tr>
<th>Facilitator Note</th>
<th>Purpose and Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. <strong>All conflict is multi-cultural</strong></td>
<td>There is as much diversity within a culture as between cultures. Thus, rather than thinking that we should use our cross cultural communication skills when we communicate between different cultural groups, we should assume that all communications are essentially cross cultural. It helps to remember that men and women form the two largest cultural groups.</td>
</tr>
</tbody>
</table>

### Conclusion

One challenge of working in any team environment is that it is essentially culturally diverse; being made up of individuals with similar and different values, backgrounds and preferred ways of doing things.

Another is that conflict will arise from time to time. How your team chooses to respond can often be the difference between success and failure. The importance of talking about conflict prevention and resolution issues up front cannot be overstressed. It will go a long way to the enhanced productivity that is expected from a team that is performing well.

### Reading references

- **WB pg 78**
  - What is your conflict style
    - [http://www.businessexpertwebinars.com/content/view/999/29/](http://www.businessexpertwebinars.com/content/view/999/29/)
  - Work effectively with culturally diverse cultures and co-workers
  - Dealing with difficult people at work
    - [http://humanresources.about.com/od/workrelationships/a/difficultpeople.htm](http://humanresources.about.com/od/workrelationships/a/difficultpeople.htm)
### Session 1

**What's my style? (5 minutes)**

*Facilitator Note*

Participants discuss the word ‘conflict’ and describe what this can look like in the workplace.

The intent is for participants to understand that conflict can be both positive and negative depending on how we respond and react in these situations.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose and Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome (5mins)</td>
<td>Write the word ‘CONFLICT’ at the top of the whiteboard and ask the group what it means to them, e.g.</td>
</tr>
<tr>
<td></td>
<td>• A disagreement between two or more people.</td>
</tr>
<tr>
<td></td>
<td>• How do you know when there is conflict or drama in the workplace? E.g. people ignoring each other, gossiping, talking past each other, yelling, telling their side of the story to others trying to get people to take sides.</td>
</tr>
<tr>
<td></td>
<td>• How does it make you feel?</td>
</tr>
<tr>
<td></td>
<td>• What do you tend to do when there is conflict?</td>
</tr>
<tr>
<td>Explain</td>
<td>that conflict occurs when there is a difference or differences within an individual or between individuals or groups. It can be positive when differences are aired and a resolution is reached. People can engage in a healthy discussion to explore their different perspectives without it developing into conflict.</td>
</tr>
<tr>
<td>Resolving conflict can lead to a greater understanding of oneself and others and create a healthy and productive environment.</td>
<td></td>
</tr>
<tr>
<td>Welcome the group</td>
<td>to Module 11 and explain that we will be looking at conflict in our workplace and ways of resolving conflict.</td>
</tr>
<tr>
<td>Refer to the learning objectives</td>
<td>for the module.</td>
</tr>
<tr>
<td>Brainstorm (5 mins)</td>
<td>Separate the board into three columns with the headings, positive, negative and neutral.</td>
</tr>
<tr>
<td>Ask</td>
<td>the group what ‘positive’ words come to mind when they hear the word conflict?</td>
</tr>
<tr>
<td></td>
<td>E.g. cooperate, collaborate, solutions, opportunity, growth, positive.</td>
</tr>
<tr>
<td>Repeat</td>
<td>the question for the other two columns, negative and neutral.</td>
</tr>
<tr>
<td></td>
<td>E.g. Argue, disagree, frustrating, misunderstanding, fight, question, doubt, challenge, contest, defy, compete, fight, oppose.</td>
</tr>
<tr>
<td>Brainstorm</td>
<td>these words and write them on the whiteboard. Leave this on the board for the next exercise.</td>
</tr>
<tr>
<td>Highlight how many negative responses there are (there should be more negative words than positive and neutral). Ask the group why they think there are more negative words than positive ones. Note that conflict can also be seen as an opportunity.</td>
<td></td>
</tr>
<tr>
<td>Conflict or Not! (5 mins)</td>
<td>Divide the participants into five pairs or small groups. Hand-out A4 paper and ask participants to fold in half and tear paper so that they now have two pieces.</td>
</tr>
<tr>
<td>Discuss</td>
<td>a conflict situation at work that you were either involved in or observed. You can use an example from one of the DVD scenarios viewed in a previous module or a workplace example from a previous job. How did the conflict start?</td>
</tr>
<tr>
<td></td>
<td>• What were the issues?</td>
</tr>
<tr>
<td></td>
<td>• Was cultural difference a factor? How?</td>
</tr>
<tr>
<td></td>
<td>• What negotiation occurred to try and get the result either party wanted, including identifying each person’s needs?</td>
</tr>
<tr>
<td></td>
<td>• What skills were used to communicate?</td>
</tr>
<tr>
<td></td>
<td>• How did it end? Did either party get what they wanted and/or have their needs met?</td>
</tr>
</tbody>
</table>
Activity | Purpose and Key Points
--- | ---
You will need:  
- A4 sheet of paper  
- Marker pens | For the following two questions participants are to think about the responses and write down the ones that got to them the most. **Write phrases on one paper and body language/non-verbal communication on the other.**

- What types of phrases were used that made the situation worse?
  
  E.g. You always', ‘Your problem is’, ‘You make me feel’, ‘Calm down’, ‘You never listen’

- Did you notice any gestures or body language that made the situation worse? (by either yourself or the other person)
  
  E.g. eyes rolling, giggling, turning body away to face someone else.

**Note:** Explain that participants will continue to explore this scenario at the end of Session 2.

**Discussion** *(5mins)*  
**Bring the groups back together** and ask each group to share the highlights of their discussions on conflict.

When they discuss the phrases and gestures, stick these to the whiteboard.

**Key messages:**

- Conflict is not always negative. It can provide another perspective to consider, that may have a better result.

- Nonverbal communication such as gestures and body language can make situations of conflict worse. Be aware of your nonverbal communication.

- Reading non-verbal communication can also be helpful, e.g. someone shows anger and you respond by speaking calmly watching your voice tone and volume etc.

- Using ‘I’ statements means you take ownership of how you are feeling, e.g. ‘I feel like what I have to say isn’t valued.’

- ‘The single most important factor in minimising conflict is to admit that you may be wrong’, (adapted from Munro, 2002, p141).

In the next activity we are going to explore our conflict styles.

**Facilitator Note**

The conflict styles activity gets participants to identify traits that they may use in response to a situation of conflict.

Animal characteristics are used to illustrate conflict styles. Scenarios are used to get participants to create a response using their allocated conflict style.

There is no right or wrong answer, the intent is to get participants to discuss the different styles and how they may change their approach depending on the type of conflict or who is involved. They will also gain an awareness of other participants preferred conflict resolution styles.

**Activity Preparation**

**Cards 11.1**

Stick an animal card in the centre of a large sheet of paper. These five sheets are used for groups to record the brainstorm activity. Each card has the description for each animal on the reverse side and will be used by participants to complete the activity in Session 2.

While participants are completing the activity above, place these large sheets of paper in five different locations around the room in preparation for the next activity.

**What’s my style?** *(5 mins)*

**Introduce the topic** of conflict style to the group.

In any type of situation where conflict occurs there are a couple of common denominators:

1. We have our own goals or expectations.
2. There is someone else involved in the conflict.
## Activity: What's my style?

Depending on our motivation we can take differing views of each of these things. Most of us have a 'natural' conflict resolution style. If we take this style in our approach to every type of conflict we can make the situation worse, e.g. You don't like conflict and always try and avoid the situation. Your needs don’t get met, you end up resentful and relationships with others deteriorates. It's important to understand that there are many strategies we can use in conflict situations, but each of us tends to habitually use some strategies more often than others. To most effectively resolve a conflict, we should use the strategy that is most appropriate for that particular conflict situation.

Dealing with conflict at work can be risky business. If the outcome of the conflict is a win-lose situation this can damage team spirit and destroy mutual respect, support, engagement and trust. However, all is not lost and it will take a lot of hard work to restore a good working relationship through conflict resolution strategies that result in a win-win outcome.

### Use the same groups

Explain that they will work in these groups for the rest of the module.

### Show power point slide

Show power point slide of animal pictures and explain that groups will move to each sheet to brainstorm characteristics for each animal. They will have two minutes to add their ideas to each sheet. They are to take their marker pen with them when they move.

## Activity: The animal in me!

Groups are to consider the following to complete the task:

- Characteristics each animal would represent in relation to how they might approach conflict. E.g. only interested in their agenda, forceful, timid.
- What a phrase that describes their style? E.g. ‘My way or no way!’
- Are there advantages or disadvantages of using each style? E.g. useful when decisions are required quickly.

### Discussion

When all groups have contributed to each sheet bring them back together to discuss their highlights. Use the following descriptions to facilitate the discussions.

#### “It’s my way or no way.” – I win, you lose.

**Competition:** People who choose competition put their interests ahead of anyone else's interests. Sometimes people who use this style try so hard to get what they want that they ruin relationships. They are always out to win, do not believe in the middle ground, and view conflicts as win-lose situations. Generally, as a strategy for victory is formed, the feelings of others are not taken into account.

This style is useful in critical situations when a decision is required immediately, e.g. person has a heart attack - requires focus and quick action.

#### “There’s nothing I can do.” – I lose, you lose.

**Avoidance:** People who choose avoidance do not get involved in a conflict. They might say, “You decide and leave me out of it.” Or, they may act like the conflict does not exist, or they may withdraw and refuse to identify with either side in an argument.

Sometimes people who avoid or withdraw need more time to process information and may contribute their perspective later.
Overview: This module focuses on understanding and working through conflicts in the workplace. It covers various conflict resolution styles and passive aggressive behavior.

Activity Purpose and Key Points

Discussion

"We can make it work." – I win, you win.

Collaboration: This is also called the cooperative approach and is the preferred style. People who choose collaboration seek a winning solution for all involved. They define the issues carefully, work through the situation, and implement mutually agreed-upon steps. Often the parties develop creative solutions. This style can be used to resolve conflicts and strengthen relationships.

The collaboration style takes time and therefore can create problems when a decision is required quickly.

"Anything you want to do is okay with me.” – I lose, you win.

Accommodation: People who choose accommodation put their interests last and let others have what they want. Many times they will sacrifice everything for the sake of the relationship.

People who always use this style can find it difficult to say 'no'. They can end up becoming resentful and feeling like they have been taken for granted, however, will rarely address this as an issue.

"Meet me half way.” – I win a little, you win a little.

Compromise: People who choose compromise think it is important to satisfy some, but not all, of their interests. People who compromise are likely to say, “Let’s split the difference,” or “Something is better than nothing.” Sometimes guilt and manipulation are used to persuade people to compromise.

The compromise style is a short-term resolution as neither party leaves the situation completely happy. It is likely that another conflict will occur in the future.

Passive Aggressive Behaviour In addition to conflict styles there is a personality style that creates problems when trying to deal with conflict. Passive aggressive behaviour can be destructive if it is left unchallenged.

Lead a brief discussion with the group by asking what they think passive aggressive behaviour looks like in the workplace. Give them an example to start off the discussion,

e.g.

- A worker might sulk, make faces, scowl inwardly when given jobs to do, or may agree politely and then take ages to do them hoping that they won’t be asked to do these tasks again.
- They don’t show their true emotions, they may disagree but will disguise this by appearing to agree.
- They hold in their reactions – when you look at their face you can tell there is a problem, but if you ask them they will tell you that there’s no problem.
- They will gossip, even lie to others to try and get support for their view.
- They will sabotage to get even.
- If you ask them if their actions were to try and get even, they will deny it.
### Activity

**Passive Aggressive Behaviour**

<table>
<thead>
<tr>
<th>Purpose and Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does this behaviour affect people in your workplace?</td>
</tr>
<tr>
<td>- Creates distrust and hostility amongst staff.</td>
</tr>
<tr>
<td>- People can feel threatened and personally attacked.</td>
</tr>
<tr>
<td>- You can feel confused, upset, offended, guilty and frustrated. You may think you've done something wrong, but have no clear idea what it was</td>
</tr>
</tbody>
</table>

How do you respond to people who demonstrate passive aggressive behaviour?

Passive aggressive behaviour is indirect, hidden aggression. It can damage your own performance because you never know it's coming...You can stop passive aggressive behaviour in the workplace by speaking up and speaking out.

Speaking up can be done by:

- Trust in yourself and your perceptions. Let the person know you will not be manipulated. You may need to do this more than once.

- Check out with the person if your perception of their behaviour is what they intended you to feel, e.g. “that sounded like sarcasm. Did you intend it that way?”

- Be firm without being hostile: If you show anger, a passive aggressive person won’t fight back, but can clam up, give you the cold shoulder, tell you whatever you want to hear, or burst into tears and run away. They will find support in people they know will listen to them.

- Find your own support. Raise your concerns with your supervisor to check out your perception and to get guidance and support to manage the behaviour.

---

**Summarise (5 mins)**

"We do not see things as they are. We see things as we are.” – Anais Nin

**Key Messages:**

- Conflict is not always negative. In fact, conflict can be healthy if managed effectively. It can lead to growth, innovation, collaboration, or new ways of thinking.

- All styles have advantages and disadvantages. The key to managing conflict is choosing the most appropriate style to deal with the situation.

- Cultural context (individualist or collectivist) will influence how we view and manage conflict. While both groups may experience discomfort with conflict, the individualist will proceed with engaging in the conflict as opposed to the collectivist who will often avoid conflict to preserve relationships.

- Trying to establish a shared understanding of each person’s needs will help to move to a win-win situation.

**Explain** that we will continue to look at conflict styles after the break and groups will apply a scenario to their allocated style.

**BREAK (5 mins)**

**End of Session 1**
Facilitator Guide For Care and Support Workers - Culture, Communication and Relationships at Work

MODULE 11 – LOOK BEYOND THE PROBLEM

Session 2  Look at ME!  (60 minutes)

Facilitator Note

This session continues with conflict styles. Groups will apply their conflict style to a scenario and create a short skit to demonstrate this for the other groups.

The intent of this activity is to demonstrate the conflict styles and create a discussion that highlights the impact on communication.

Participants will also discuss the impact a particular style has on team members and look at strategies to manage how they can respond to these situations.

Circulate around the groups and make suggestions if groups are stuck.

Activity preparation

During the break gather the large sheets of paper and change their location. Place the sheets face down.

You will allocate a group to each sheet and they will not know which conflict style they have until they turn their sheets.

Activity Purpose and Key Points

Allocate each of the five groups to one of the brainstorm sheets. Groups can turn over their sheets and are to try and keep their conflict style to themselves as other groups will try and guess each other’s style. Let the groups know that on the reverse of their animal card is a description of the conflict style that they can also use to support their discussions.

Explain that groups are to come up with responses (verbal and non-verbal) that match their conflict style. They will use these to contribute to a team meeting.

Groups have 10 minutes to create their responses. Each group must choose someone from their team to participate in the team meeting using their group’s ideas to contribute to the discussion. Other participants will take on an observation role.

Introduce the scenario to the group. They are to complete the following:

- Create a response using their conflict style.
- Present their response as part of a team meeting.

All groups are given the same scenario. Show power point slide to the group and after reading out the scenario give out their tasks card.

Scenario:

Your team are meeting to discuss how to improve communication across the facility. The current issue that is creating concern is:

- People are not taking the time to explain how to do different tasks.

The supervisor starts the discussion by saying, “Look we have a major problem. We have a lot of new staff and casual staff who don’t know our systems and processes. They are not being shown how to complete tasks correctly and this has resulted in tasks not being completed safely. So what’s going on, how do we improve this?”

Facilitator Note

The team meeting activity is an opportunity for participants to role-play the conflict styles and experience the behaviours of each style.
Activity | Purpose and Key Points
--- | ---
**Facilitator Note** | You will take the lead role as the facilitator of the meeting to ensure that everyone participates. You will need to demonstrate aspects of all the conflict styles to add value to the activity discussion. 
Try to keep the meeting flowing by inviting people to contribute. 
Allocate a participant to time the meeting. 
Time out – either the participant or the facilitator can call a time out if during the activity if they get stuck or want to discuss or clarify anything. This will enhance participation and discussions.

**Activity preparation** | While participants are in their group discussion setup six chairs in a circle in the centre of the room.

**Meet with me! (10 mins)** | Ask the participant from each group to sit on one of the chairs in the middle of the room. The rest of the participants are to sit in a semi-circle outside of the main group and remind them that they are to observe the dynamics of the meeting.
Conduct the meeting. Facilitator to start the meeting off with the script from the scenario.
The intention is not to get to a conclusion but to ensure the different conflict styles are played out in the activity.

**Note:** Facilitator to model the process by demonstrating the different styles and how to use these as an appropriate response.

When needed signal a time out for discussion or clarification, e.g. when members of the group get overly emotional, people get stuck, to discuss a particular learning point etc.

Remind the person assigned to timing the activity to stop the activity after 10 minutes.

**De-role** | Thank individuals for their participation. Ask them to de-role they are no longer a participant in the meeting. Get participants to stand and do a 360° turn then take their chair and return to sit with the main group.

**Discussion (10 mins)** | Start the discussion with the group by asking participants to guess the roles of each person in the group.
Ask the participant who played each role how they felt? Was it different to how they would normally participate? What did they notice about how other participants reacted? Did they feel encouraged to participate?

Involve the rest of the group in the discussion:
- What were some of the observations made?
- What were some examples of what people said that fit the style?
- What behaviours did you notice?
- Did people stick to their conflict style?
- What style did the facilitator play?
- Were there any styles that clashed more than others?
- Were there any styles that worked well together?
- Would the situation have been different if it was an informal discussion in the tea room?

**Key Messages:**
- We learn patterns of dealing with conflict and have a clear preference for one or two styles.
### Activity Purpose and Key Points

<table>
<thead>
<tr>
<th>Key Messages continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Many conflicts can go from bad to worse because people have different conflict style preferences.</td>
</tr>
<tr>
<td>• Learn the different conflict styles and become flexible in using them.</td>
</tr>
<tr>
<td>• When conflict is not managed appropriately in the work place it affects everyone, not only those involved in the conflict.</td>
</tr>
<tr>
<td>• Self-awareness - When we know ourselves, Self-management - we can choose our responses rather than reacting blindly.</td>
</tr>
<tr>
<td>• Celebrate successes in the workplace and make it happen more often.</td>
</tr>
<tr>
<td>• Forgive ourselves when we get it ‘wrong’, learn from our mistakes, do better next time and get on with rebuilding relationships.</td>
</tr>
</tbody>
</table>

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### Facilitator Note

This final activity will get participants to explore ways that they can manage conflict by looking at their motivation in the conflict situation.

Participants will work in the same pairs or small groups from the first session and will use the scenario from their discussions. Each group is allocated one of the six headings below.

The intent is for groups to discuss what the heading means for them and ways they can use this knowledge to minimise or avoid conflict by applying it to their group’s scenario.

---

### "I've got your back, have you got mine!" (5mins)

Groups will revisit their discussions in Session 1 about a situation where they either observed or were in conflict with someone else.

Our approach to resolving conflict can help us to reach a mutually beneficial outcome if we all commit to participating positively to resolve the conflict.

Show the power point slide to cover the six elements.

By considering the following elements, you can often keep contentious discussions positive and constructive. This helps to prevent the resentment and dislike which so-often causes conflict to spin out of control.

1. **First priority – good relationships:**
   Stay calm and try to build mutual respect. Treat the other person as you would want to be treated. Stay positive under pressure. Be willing to listen.

2. **The problem is the problem, not the person:**
   Separate the problem from the person, real issues can be discussed without damaging working relationships. The other person is not just “being difficult” – real and valid differences can lie behind conflictive positions.

3. **See it through my eyes:**
   By listening carefully you’ll most-likely understand why the person is adopting his or her position.

4. **Listen first; then talk:**
   To solve a problem effectively you have to understand where the other person is coming from before defending your own position.

5. **Stick to the facts:**
   Identify each person’s needs to establish a shared understanding. Agree and establish the objective, observable elements that will have an impact on the decision.

6. **Think outside the square:**
   Be open to the idea that a third position may exist, and that you can get to this idea jointly.
### Module 11 – Look Beyond the Problem

<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose and Key Points</th>
</tr>
</thead>
</table>
| **My Approach** (10 mins) | Refer participants to their workbook handout. Allocate each group one of the first five elements. Groups are to firstly reflect and discuss what actions they could take to demonstrate their element,  
  *E.g. First priority – good relationships:* Be courteous with each other, don’t react emotionally, if you feel yourself becoming emotional remain calm, think about how you would want to be respected, consider if there are any cultural differences.  
  Secondly, they are to reflect on their scenario and discuss what could have been done differently using their examples of their element and how this might have changed the situation. Participants have 10 minutes to complete the activity. If groups finish their discussion before the time is up they are to choose another element and discuss. |
| **Discussion** (10 mins) | Bring the groups together and each group is to share two of the actions they discussed that demonstrates their element. They are to also share any difference it might have made to their scenario outcome. |
| **Summary** | Summarise the session using the key messages:  
  **Key messages:**  
  - Conflict in the workplace can be very damaging to good teamwork.  
  - When the wrong approach is used to resolve conflict, cooperation breaks down and people’s behaviour can get out of control.  
  - Taking a positive approach to conflict resolution, where the focus is on the issues not the person can create a setting where people actively listen, explore the facts and consider possible solutions.  
  - There are three guiding principles here: Be Calm, Be Patient, and Have Respect. |
| **Learning Journal** (5 mins) | Ask participants to take a few moments to reflect on their learning and record one action that they will commit to in the next two weeks. |

**END OF MODULE 11**
Notes:

If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart. - Nelson Mandela
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Module 12

We Can Do It!

For Care and Support Workers

Facilitator Guide
# Module 12 Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>40 minutes</td>
<td>Learning review</td>
</tr>
<tr>
<td></td>
<td>Break</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2</td>
<td>45 minutes</td>
<td>Take it, Own it, Love it!</td>
</tr>
</tbody>
</table>

## End of Module 12

### Symbols Used

- **Information for the Facilitator** to take note of prior to the activity

- **DVD activity**
  - DVD clips are embedded into power point presentations
  - DVD is included in facilitator resources as a backup

- **PowerPoint presentation**
  - Video clips are included in the slide presentation

- **Activity**

- **Workbook needed for an activity**

- **Whiteboard Activity**

- **Reflection Activity in Learning Journal**

- **Key Messages**
Module 12 – Learning Outcomes

By the end of this module participants will be able to:

- Review their learning from modules 10 – 11.
- Identify examples of work practices using knowledge and techniques learned.
- Identify further areas of development.
- Develop practice skills using examples discussed.
- Develop action steps to help work toward achieving their ideal workplace.

---

**Time**

1.5 hours

**Equipment**

Laptop, data projector, speakers

**DVD**

Culture, Communication and Relationships at Work

**PowerPoint**

PPT 12.1  Cover slide  
PPT 12.2  Our Future Workplace

**Workbook**

WB 5.2  Continuum  
WB 12.1  Our Pathway to the Future

---

**Session Brief**

**Session 1:**

This module is structured to give participants the opportunity to review their learning from modules 10 – 11. They will reflect on and discuss examples of how they have applied aspects of their learning within the workplace. Participants will have an opportunity to identify any aspects that they may be having some difficulty with and work in groups to consider ways to help manage any issues.

**Session 2:**

The group will revisit the 'Our Workplace' sheet to discuss the examples discussed in module 9.
Session Planning

By the end of this module participants will be able to:

- Review their learning from modules 10 – 11.
- Identify examples of work practices using knowledge and techniques learned.
- Identify further areas of development.
- Develop action steps to help work toward achieving their ideal workplace.

<table>
<thead>
<tr>
<th>Module 12</th>
<th>1.5 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>Activity</td>
</tr>
<tr>
<td>Session 1</td>
<td>Learning Review (30 mins)</td>
</tr>
<tr>
<td>10 mins</td>
<td>Review Exercise</td>
</tr>
<tr>
<td>20 mins</td>
<td>DVD Scenario One - Iris</td>
</tr>
<tr>
<td>5 mins</td>
<td>BREAK</td>
</tr>
<tr>
<td>Session 2</td>
<td>Take it, Own it, Love it (55 mins)</td>
</tr>
<tr>
<td>5 mins</td>
<td>Our Workplace – Continuum</td>
</tr>
<tr>
<td>25 mins</td>
<td>Three Houses</td>
</tr>
<tr>
<td>15 mins</td>
<td>Our Pathway to the Future</td>
</tr>
<tr>
<td>5 mins</td>
<td>Entries into Learning journal</td>
</tr>
<tr>
<td>5 mins</td>
<td>Close</td>
</tr>
</tbody>
</table>

End of Module 12
### Purpose and Key Points

#### Facilitator Note

This module is provided as a review of the material participants have covered to date.

The purpose of these sessions is to achieve three goals:

1. Review the material covered to date.
2. Establish and build on the learning that has occurred.
3. Connect the learning to workplace experiences and identify any further opportunities to improve practice.

#### Structure

The structure of this session is to be guided by the facilitator. This guide sets out suggested activities that the facilitator can use to support the learning; however, the sessions should be guided by the facilitator recognising the needs of the participants during the session.

#### DVD

The DVD supplied for this course ‘Culture, Communication and Relationships at Work’ has clips used for this program. The clips can be used to create discussions around many learning points for this program. Only two clips have been used in module sessions for the program, however, you are encouraged to reuse these clips as well as others to discuss additional learning topics.

There are three clips on the main menu and supplementary clips in the sub-menu.

The DVD menu includes:

**Main Menu**

1. Workplace Awareness – Module 5 - Iris
2. If it is to be, it is up to ME! – Modules 7 and 9 – Angela
3. Listen to Hear – Module 8 – Leon

**Supplementary Clips (not used in any modules)**

4. Workplace Integrity
5. Making a Request
6. Offering a Solution

The next clips are about a worker coaching and mentoring

7. Who’s Mentoring Who?
8. To Tell or Not to Tell

#### ‘Our Workplace’

The sheet that participants discussed in Module 9.

In addition to the sheet participants will also revisit the continuum exercise completed in Module 5 to reassess where they think things are at now.

#### Summary of module 10 – 11 content

The sessions cover the following subject matter:

**Module 10 – Multicultural Me!**

- Explored multiculturalism in Australia.
- Discussed new and emerging communities.
- Created an individual cultural profile by identifying individual differences in the workplace.

**Module 11 – Look beyond the problem**

- Explored conflict resolution styles and possible outcomes in conflict situations.
- Identified preferred conflict style.
- Described a conflict situation in the workplace.
- Applied elements of conflict resolution to a workplace situation.
- Demonstrated conflict styles in a ‘team meeting’ situation.
### Session 1: Learning Review (30 mins)

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<th>Purpose and Key Points</th>
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<td><strong>Suggested Activities (30 mins)</strong></td>
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<tr>
<td>1. <strong>Review exercise</strong></td>
<td>Divide groups into four and allocate a module per group to review what they learned (two groups will work on the same module).</td>
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<tr>
<td>2. <strong>DVD Scenario 1 – Iris</strong> Video Dialogue WB 5.1 pg 40</td>
<td>Use the DVD clip to get participants to identify examples of the conflict styles demonstrated in the DVD:</td>
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**Competitive:** High assertiveness and low cooperativeness. - the goal is to “win”

People who tend towards a competitive style take a firm stand, and know what they want. They usually operate from a position of power, drawn from things like position, rank, expertise, or persuasive ability. This style can be useful when there is an emergency and a decision needs to be made fast; when the decision is unpopular; or when defending against someone who is trying to exploit the situation selfishly. However it can leave people feeling bruised, unsatisfied and resentful when used in less urgent situations.

**Collaborative:** High assertiveness and high cooperativeness - the goal is to “find a win-win solution”

People tending towards a collaborative style try to meet the needs of all people involved. These people can be highly assertive but unlike the competitor, they cooperate effectively and acknowledge that everyone is important. This style is useful when you need to bring together a variety of viewpoints to get the best solution; when there have been previous conflicts in the group; or when the situation is too important for a simple trade-off.

**Compromising:** Moderate assertiveness and moderate cooperativeness - the goal is “to find a middle ground”

People who prefer a compromising style try to find a solution that will at least partially satisfy everyone. Everyone is expected to give up something and the compromiser (him- or herself) also expects to relinquish something. Compromise is useful when the cost of conflict is higher than the cost of losing ground, when equal strength opponents are at a standstill and when there is a deadline looming.

**Accommodating:** Low assertiveness and high cooperativeness - the goal is “yield”

This style indicates a willingness to meet the needs of others at the expense of the person’s own needs. The accommodator often knows when to give in to others, but can be persuaded to surrender a position even when it is not warranted. This person is not assertive but is highly cooperative. Accommodation is appropriate when the issues matter more to the other party, when peace is more valuable than winning, or when you want to be in a position to collect on this "favour" you gave. However people may not return favours, and overall this approach is unlikely to give the best outcomes.
**Activity** | **Purpose and Key Points**
---|---
**Suggested Activities** | **Avoiding:** Moderate assertiveness and moderate cooperativeness - the goal is "to find a middle ground"

People tending towards this style seek to evade the conflict entirely. This style is typified by delegating controversial decisions, accepting default decisions, and not wanting to hurt anyone’s feelings. It can be appropriate when victory is impossible, when the controversy is trivial, or when someone else is in a better position to solve the problem. However in many situations this is a weak and ineffective approach to take.

**Key points for discussion**
- Check your attitude. If we approach conflict from a positive position, we can deal with it appropriately using effective conflict management techniques.
- Developing your skills in all the styles of conflict and using them appropriately, can help to ensure that you do participate in finding a solution that addresses the issues.
### Module 12 – We Can Do It!

#### Session 2  
**Take it, Own it, Love it! (55 mins)**

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| **The following must be used as the closing session for the module:** | Revisit the ‘Our Workplace’ sheet and continuum from Module 9.  
Ask how they have been going with the examples on the worksheet. Are there any other examples that they have thought about and would like to add to the sheet? 
Explain that we are going to take a closer look at these examples and create a pathway towards achieving ‘our workplace’.  
Facilitator Note  
WB pg 85  
The next exercise gets participants to consider what they need to work on as a ‘site’ rather than as an individual to achieve our workplace where we all work well together.  
The **three houses are used as a metaphor** to help us to identify what we need to build a strong future for our workplace.  
A house needs to be structurally sound to provide a safe environment to live in. The foundation is essential to ensure that the rest of the structure has a sound base to build from.  
The foundation of our house has been built over the last eleven modules. We now have some tools and resources that we can use to continue to strengthen the structure of our _FUTURE_ house. The houses below are used to gather the information from the group.  

- **Our House of ‘Worries’**
  These are the things that create instability to our structure. We need to be specific about what these things are, e.g. Showing frustration – accent / language, lack of respect, people are impatient and abusive, not listening to each other etc.

- **Our House of Strengths**
  This house is about the things that we are getting better at doing and we want to do more of. If we embrace our strengths they can be a resource to help with the worries and continue to push us forward to achieving the workplace we want, e.g. we are better at showing people how to complete a task, people ask questions about how we do things in our culture, workers are getting better at recognising when someone needs help etc.

- **Our Future House**
  This house is what we want to work towards. The ‘Our Workplace’ examples that we worked on in _Session 1_ are what sits in this house.

The **final step** is the pathway. It is not enough to just talk about what we want our workplace to look like, we have to be an active participant. This means we all have to play a part in making it happen.  
The information gathered for each of our houses above is useless if we don’t do anything with it, i.e. the ‘worries’ will always be a problem, we won’t recognise our strengths, and the future will be but a dream.  
In order to activate this information we need to develop a pathway of small realistic achievable steps. Rome wasn’t built in a day!  
E.g. if the worry was that people are disrespectful to someone’s religious belief because they go off to pray at the same time every day. They talk about it amongst themselves and laugh and joke about it. |
### Activity | Purpose and Key Points
--- | ---
**Facilitator Note**<br>**Pathway**<br>**Activity preparation**<br>**Three Houses**<br>**PPT 12.2**<br>**Our Future House**<br>**Our Strengths House**<br>**Our Worries House**<br>**Our pathway to the future**<br>**WB 12.1 pg 86**<br>**PPT 12.2**<br>**Our future workplace**

**Achievable steps could be to:**

1. Show respect by not judging another person because of their beliefs.
2. Stop engaging in the discussion. If no one participates in this behaviour then it will stop.
3. Support your colleagues, if you don’t understand why they do what they do and you genuinely want to know more then ask.
4. Be courageous and challenge the behaviour if it persists.

There are always going to be judder bars, one way streets and road works along the way, but if we keep focused and commit to things that we say we will do, then we will get there.

**Activity preparation**<br>Prepare a sheet of paper with the three houses (or one house per sheet) and a pathway.

Stick the sheet to the wall.

**Show the power point slide** to explain how we are going to use houses as a symbol to demonstrate how we can work towards how our workplace will look in the future, what things get in the way of us achieving this goal and the things we are currently doing well.

**Start with the ‘our future’ house** and link this to the ‘Our Workplace’ sheet with the examples that they have been working on over the past weeks. This is what we want our workplace to look like.

**Write ‘Our Workplace Examples’** in the ‘our future’ house.

**Refer back to the continuum exercise on the board to discuss what we think we are doing really well at. Look at the scores that are past the mid-point on the continuum. Reflect back to the specific examples that people gave, e.g. showing people how to complete tasks, recognising when others need help, a genuine interest in learning about the different ways we do things (people can get the same result, but how they get there may be different).**

**Write these examples** on the ‘strengths’ house.

**Use the continuum** to discuss the things we need to work on, e.g. disrespecting others’ beliefs, unwilling to understand diversity.

**Write these examples** in the ‘worries’ house.

**Show the power point slide** to explain the pathway using the facilitator information.

**Refer** participant to their workbook handout to record the information in the houses.

**Use one of the examples** from their ‘worries’ house and discuss one achievable step to add to their pathway. Also refer to their strengths house to see how these can be used to develop these steps as well e.g. if people have a genuine interest to learn about other cultures, they might be able to use this to organise a culture day (shared lunch with foods from different countries), what about a greetings day (people have to learn at least two greetings from other cultures in the workplace and use them when greeting others), or a ‘hat’ day (people can make a hat that reflects something about their culture).
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<td><strong>Our pathway to the future</strong>&lt;br&gt;WB 12.1 pg 86 (10 mins)</td>
<td>Ask participants to pair up with the person they are sitting next to. Allocate one or two of the examples from the worries house to each pair. Ensure that all the examples have been allocated. Participants are to come up with at least one step on their pathway for each of their examples. Record these in their workbooks. They are to write their examples on the pathway of the three houses sheet. Bring the group back together. Read out a few examples to the group. Ask if they have any ideas as to what they will do to keep this document alive. What can they do to check the progress?</td>
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<tr>
<td><strong>Learning Journal</strong>&lt;br&gt;WB pg 89 (5 mins)</td>
<td>Ask participants to take a few moments to reflect on their learning journal entry for this module. <strong>Create an entry</strong> to record their thoughts from this module. Highlight what they still need to work on and at least one thing they will commit to action.</td>
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<tr>
<td><strong>Close</strong>&lt;br&gt;(5 mins)</td>
<td>Ask participants to choose one example from their learning journal entry that they will commit to action and share with the group. Thank the group for their participation in the program and close appropriately.</td>
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**END OF MODULE 12**
Notes:

Ability is what you're capable of doing. Motivation determines what you do. Attitude determines how well you do it.” – Lou Holtz