Culture, Communication and Relationships at Work

ORGANISATIONAL GUIDELINES

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A document designed to assist organisations intending to implement the Culture, Communication and Relationships at Work program

Brightwater Care Group Inc. in partnership with Juniper – A Uniting Church Community

Developed and designed by Fortis Consulting

- July 2013 -
Please direct any enquiries you have relating to these Organisational Guidelines or the Culture, Communication & Relationships at Work (CCRW) program to Mary Gurgone or Steve Dean at Fortis Consulting:

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INTRODUCTION

PURPOSE OF THESE ORGANISATIONAL GUIDELINES

This document is designed to assist organisations to implement the Culture, Communication and Relationships at Work program. The guidelines are based on experience gained from piloting the program during the second half of 2012 at two residential aged-care facilities and one disability service in Western Australia – two of which were in the Perth metropolitan area and one in the Wheatbelt region.

These guidelines are intended to be practical in their orientation and intent. The content presented is suggestive rather than prescriptive in nature.

Should you have any queries arising from this document, please feel most welcome to contact members of the project management team.

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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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**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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Margaret Antonucci  Juniper – A Uniting Church Community
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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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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 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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Section I

The need for cultural competence training programs in the aged care and disability sectors in Australia – why your organisation should decide to take action

The term ‘cultural competence’ is a complex notion which is difficult to clearly define. Stemming from earlier notions of ‘cultural sensitivity’ arising from the 1970s, the term ‘cultural competence’ suggests an ability to deal effectively with matters relating to culture or, perhaps more specifically, cultural differences.

Dr Penny Flett, Chief Executive Officer of Brightwater Care Group, stated in the July 2012 edition of Aged and Community Services Western Australia ACSWA Newsletter that “Our most recent concern has been about how to best support our already amazing staff, given that among the 2,000 of them, there are more than 60 ethnic backgrounds – only 11 with English as their first language.”

Mr Vaughan Harding, Chief Executive of Juniper ‘A Uniting Church Community’ (previously known as Uniting Church Homes), commented that the cultural composition of Australian society has changed dramatically in recent decades and is reflected through the increasing diversity in the aged care workforce. He emphasised the importance of improved cross-cultural understanding and communication from care worker to care worker, care worker to supervisor and care worker to aged care resident.

Mr Laurie Burns, General Manager People Services of Brightwater Care Group, said that at the height of the resources boom labour shortages ravaged the aged care and disability sectors.

“As a result, organisations increasingly turned to overseas workers; including recent migrants and refugees, to fill what was an increasing number of vacancies in our facilities and services. Although there are many benefits from having a diverse cultural workforce; at industry forums, it was clear that many of the issues that were being experienced were around communication, relationships and the literacy level of workers. These difficulties have the potential to undermine the quality of care and lead to negative impacts such as misunderstandings, increased stress levels, staff conflicts and poor morale.”

The report Caring for Older Australians, from the Productivity Commission, has identified the significance of workforce shortages in aged care. The Department of Health and Ageing estimates that under current policy arrangements Australia’s aged care workforce will need to increase by two to three times by 2050 as a direct result of Australia’s ageing population. The sector will need well trained and well remunerated staff who are caring and sufficiently flexible to respond to the diverse needs of both consumers and other workforce members. In a nutshell, the sector will need a culturally competent workforce.

Key challenges for the aged care and disability sectors in Australia relating to cultural diversity include:

- Attracting and retaining suitably qualified and experienced staff and in the longer term, significantly increasing the size of the workforce as the demands from an ageing population and people with disabilities inevitably rise.
- Enhancing communication in culturally diverse settings, including communication between care/support workers and between care/support workers and supervisors, residents/clients and visiting relatives and friends of residents/clients, so as to secure an efficient and safe care environment.
- Building a harmonious, culturally diverse workforce where cultural diversity is seen as a positive attribute and each person’s contribution is valued.
• Developing an enhanced people development capability in order to better develop the skills required from a culturally diverse workforce and provide career pathways so as to become more sustainable in the longer term.
• Supporting culturally diverse workers in managing the prejudices of the resident/client population.
• Managing internal cultural divisions or internal prejudices within specific cultural groups.

The increasing cultural diversity of the workforce and anticipated increases in the level of demand for aged care and disability services in the longer term will demand action to build a ‘culturally competent workforce’. Aged care and disability providers wishing to remain viable in the longer term are well advised to act in this area and incorporate action into their ‘sustainability strategies’.
Section 2
Overview of the Culture, Communication and Relationships at Work program

a. Intent of Program

The intent of the program is to:

- Assist staff to gain the cultural competence skills relevant to their sector so they may more effectively perform their duties.
- Build an awareness of issues relating to cultural diversity.
- Enhance communication and relationships between care/support workers and between care/support workers and supervisors, residents/clients and visiting relatives and friends of residents/clients.
- Maintain a diverse, inclusive workplace that values the contribution made by people from varying backgrounds.
- Play a role in making the working environment more attractive to potential employees from a range of cultural backgrounds.
- Play a role in improving staff retention outcomes thus assisting organisations’ ability to retain and develop workers.

b. Evidence of positive impact of such training

A number of evaluative mechanisms were employed throughout the pilot program. These included:

- Pre-course focus groups and Pre-course survey (Training Needs Analysis)
- Pre-course questionnaire
- Mid-course focus group feedback sessions
- Post-course questionnaire
- Post-course focus group feedback sessions
- Fortnightly Care Manager teleconferences
- Weekly contact with program facilitators.

Participant feedback received from the pilot program was highly positive. For example:

- 49% of the program participants indicated that they are now confident dealing with these issues.
- 39% of program participants responded that they will be able to deal with issues better than before the training.
- 12% of program participants indicated no change in their ability from before the course.
- Factors such as interaction/openness with work colleagues, personal growth, workshop presentation, activities and resources; and practicality of the program were rated highly by program participants.

c. Program aims and approaches - including underpinning principles, methodology taken for teaching (emotional intelligence, cultural awareness, behavioural change).

The aims of the project were as follows:

- Develop a training program using the emotional intelligence approach to underpin the development of ‘Cultural Competence’ to:
- Reduce barriers to communication posed by language and cultural differences.
- Increase cross cultural communication skills of staff and managers/supervisors.
- Increase skills in managing relationships between workers and between workers and managers/supervisors.

- Provide organisations with best practice recommendations that have been gained as a result of the research outcomes of the project.
- Provide organisations with links to existing community resources.

With the aims of the training program in mind, participants were encouraged to engage with the course materials and activities, offer their own views and reflect on the views of others offered during discussions in order to extend their own ‘cultural competence’ relating to culture, communication and working relationships in the aged care and disability sector workplace. The program sessions were conducted over an extended period of approximately three and a half months, in part to allow participants sufficient time between sessions to reflect on the material presented, their personal position relating to it, and implement any behavioural change.

d. Process to select content for the program

A thorough Training Needs Analysis (TNA) process was conducted to inform the learning outcomes and content selection. This process included:

- Focus Groups were held with care/support workers and their supervisors in separate groups at each of the residential care sites which were going to participate in piloting the training program. The information gathered informed the focus of the subsequent survey.
- The survey instrument was developed to gather quantitative and qualitative information about the views of staff working in the 46 residential care sites of Brightwater Care Group and Juniper (then known as Uniting Church Homes) across Western Australia. See Attachment G for a copy of survey instrument with response data inserted.
- The survey was provided in paper copy to 3400 employees and also placed on the website. Approximately 600 responses were received.
- The responses were analysed and key themes and messages were extrapolated.
- A scan of current literature, training programs and resources available in cross-cultural training was undertaken. See Attachment D for summary of existing education and training resources identified from project research.
- A cross-referencing of key skill requirements for cultural competence in the aged care and disability residential care sites was completed using the surveys, focus groups and literature.
- The skill requirements were expressed as learning outcomes and aligned to units in the Certificate III and Certificate IV in Aged Care, Certificate III and Certificate IV in Disability, Certificate IV in Relationship Education, and Certificate IV in Frontline Management.
- The learning outcomes were reviewed by a sample of care/support workers, their supervisors and Care Managers in a workshop and further refined by the training managers from the two organisations. These learning outcomes then formed the basis for the course.

For further details of the learning outcomes please see Attachment B.
Section 3

Materials produced and possible applications

The project materials mentioned below can be used to support face-to-face delivery to program participants or can be used in a number of other ways including (but not limited to):

- As resource materials, parts of which may be used to address specific issues or as a part of other training programs at site.
- As reference/reading materials for managers, supervisors and other interested staff to use as required.

Training Program

The full set of training program materials includes 12 modules for Supervisors/Managers and another 12 modules for Care/Support Workers as follows. Each module is of 1.5 hours duration.

Modules:

Module 1  Our Workplace
Module 2  Who am I? (Developing self-awareness)
Module 3  My Emotions and Me (My impact in the workplace)
Module 4  Working with Each Other (Cultural Competence)
Module 5  What Does Our Workplace Look Like Now? (Measuring for Success)
Module 6  Multicultural Me
Module 7  Beyond Words (Cross cultural communication)
Module 8  Listen to Hear! (Giving and receiving instructions and feedback)
Module 9  Do It, Do It Right, Do It Now (What have I done differently to add value to my workplace)
Module 10  Embrace the Unknown (Building trust and confidence)
Module 11  Look Beyond the Problem (Working towards workplace solutions)
Module 12  Constructing the ‘Dream Team’ - We Can Do It!

Support Materials Produced

a. Facilitator’s Guides

Two Facilitator Guides were produced: one for the supervisor group and one for the care/support worker group. These are to be used by facilitators during delivery of the program.

The Facilitator Guides are written to provide structured guidelines relating to the Culture, Communication and Relationships at Work training program and contain course learning materials and learning/discussion activities for each module, along with the following information:

- Facilitator skills and attributes.
- Session structure.
- Target participant details.
- Evaluation process (facilitator’s role in this).
- Glossary of Terms.
- Standard equipment required.
- Resource checklist (contents of resource pack).
b. **Participant Workbooks**

These include specific course content, learning activities and a written record for course participants. The participant workbooks provide a journal for participants in which their written responses to specific learning activities are recorded. This workbook remains the property of the participant.

c. **CEO DVD**

The Chief Executive Officers (CEOs) of Brightwater Care Group and Juniper – A Uniting Church Community were involved in producing a DVD for each organisation to introduce the program, explain the need for it, encourage everyone to embrace it, and wish participants well for their participation in it.

* It is recommended that organisations 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.

d. **Culture, Communication and Relationships at Work DVD**

This DVD contains a number of short video scenes which illustrate how communication between supervisors and support workers can easily break down, leading to frustration, anger, reduced job satisfaction, and with the potential to compromise care for residents/clients. The scenes illustrate cross-cultural issues which may challenge effective communication and relationships in the culturally-diverse work environment.

- **Scene 1 - ‘Workplace Awareness’**

  At the start of the day, Sharon (an Australian-born supervisor) gives instructions to Iris (a support worker from the Philippines). Iris follows the instructions exactly, but does not offer to help beyond her requested duties. Sharon becomes angry with Iris, something which is not understood and is unsettling for the support worker.

- **Scene 2 – ‘If it’s to be, it’s up to ME’**

  Angela (a support worker from Sudan) has been working at this facility for only one week. Sharon instructs her to assist in another part of the building, but Angela becomes lost and is too embarrassed to ask for directions. The resulting stress leads to gossip and offence.

- **Scene 3 – ‘Listen to Hear’**

  Marcia (a supervisor from South Africa) asks Leon (a new support worker from Burma) to make a Vegemite sandwich for a resident/client who has swallowing difficulties, is on a ‘soft’ diet, and is allergic to nuts. Leon is reluctant to perform the task and his unsuccessful attempt at food preparation is not received well by Marcia.
The DVD also presents a number of supplementary scenes which address:

- Workplace integrity
- Making a request
- Offering a solution
- Who's mentoring who
- To tell or not to tell

e. **PowerPoints and a series of YouTube clips and other materials packaged on a USB Drive**

Although Powerpoint (PPT) slides are used sparingly throughout the program (to avoid the risk of their overuse adversely impacting the interactive nature of the program), some PPTs are used to support specific points with YouTube and other links integrated in some instances.

f. **Resources Box**

For the pilot program, materials required for delivery were packaged together in the form of a resources box for each site affording the facilitator easy and reliable access to these materials. See Attachment A for details. The resources box contained all materials, resources and equipment required to deliver the program at a particular site and was kept with the Care Manager at each delivery site. The management of delivery resources in this manner proved to be highly successful and made a significant contribution to the smooth running of the program.

**Possible Applications**

Organisations intending to implement the CCRW program will need to decide how they want to use the program (in total or parts of it), and how and over what period they will deliver it.

One of the advantages of the program is that organisations can pick and choose which of the modules they wish to deliver and how they deliver them. Some organisations may choose to deliver the program in different formats, for example:

- As it was piloted i.e. in separate groups to manager/supervisor and care/support staff.
- To supervisors and managers only, and have them follow up with training for staff at their site or service.
- Deliver specific modules to different target groups as relevant.
With each of the modules there is a wealth of materials that can also be used outside of the modules and the DVD scenarios can be used for a multitude of training purposes. These could include but are not limited to parts of the program being used and adapted for shorter professional development programs for care/support workers/managers/supervisors, for example in:

- Orientation and induction programs.
- Tool box training.
- Staff meetings where individual modules could be delivered, which would minimise the staff replacement costs.
- Buddy, Mentoring and Preceptor programs, for example:
  - Strategies to use when buddying staff from different cultures.
  - Mentoring skills.
  - Presenting to small groups.
- Professional development relating to culture, communication and relationships in the workplace.
- Leadership training relating to culture, communication and relationships in the workplace.
- Facilitator ‘Train the Trainer’ programs relating to the culture, communication and relationships in the workplace modules.
- Links to Vocational Education and Training (VET) programs.

Although the delivery of the pilot program was confined to managers/supervisors and care/support workers due to funding constraints and workplace priorities, the program materials could also be delivered to other occupational groupings such as:

- Hotel Services/Domestic Staff/Maintenance Staff.
- Administration and Clerical Staff.
- Senior management.

*It is recommended that the scenarios be reviewed and if necessary, customised to meet the needs of these groups.*
Pilot program

Staff attended six 3 hour sessions over a period of 15 weeks.

There were no mixed supervisor and care/support worker groups in the pilot program because the needs of the supervisors and care/support workers were different from the role perspective, and often the level of literacy as well. Also, the program is participatory in nature and it was felt that care/support workers may be less open if they were in a group with their supervisors. The scenarios and literacy requirements were targeted to meet the needs of each group.

The program was piloted at three sites, two of which were in the Perth metropolitan area and one regional (Brightwater Onslow Gardens, Subiaco – aged care site, Brightwater Marangaroo – disabilities care site; and Juniper ‘The Residency’, Northam – aged care site).

Organisational Commitment

A key factor which underpinned the success of the pilot program was a clearly demonstrated and enacted organisational commitment to it. Key aspects of this included:

- A message from the CEO of each organisation presented in the form of a DVD to program participants at their first session that communicated their support and explained why this program was important. (*It is recommended that organisations 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).*)
- Training and Development staff from both Brightwater and Juniper being active participants for the duration of the project.
- Care Managers from each delivery site playing an active role in management-related matters at each site (e.g. timetabling of staff, looking after delivery resources, liaising with facilitators to manage delivery-related issues at site).
- A willingness to release staff to participate in the program.

Facilitators

Facilitators must appreciate and accept that the delivery of the training program at a facility may sometimes be impacted upon by care-related matters. Good working relationships between facilitators and site managers will be highly advantageous in such circumstances.

Importance of Facilitator Skills

This being a facilitator intensive program, successful delivery of this program is very heavily reliant on the skills, practice, personal qualities and attitudes of facilitators.

Simply put, 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.

Facilitators need to be able to form effective working relationships with a variety of people at the facility, 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 a challenging and confronting program. It is also important that facilitators report feedback in a timely manner.

The facilitator skills and attributes essential for the success of this program can be summarised as follows:

- A commitment to improving peoples’ understanding of culture, communication and relationships in the work environment.
- Demonstrated, successful experience in the delivery of cross-cultural training in workplace settings.
- Experience in managing potentially complex and volatile situations arising from the delivery of cross cultural training, or similar, in workplace environments.
- 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.
- Ability to contextualise pre-prepared learning materials to better meet work/site related requirements.
- Ability to work effectively with new materials where the environment is quite variable and the qualities of adaptability, versatility, responsiveness and reflection are necessary.
- Ability to provide evaluative feedback based on delivery experience to different levels of management in the organisation.

It is essential that facilitators meet the above requirements!

Facilitator Recruitment

There are several options for recruiting a suitable facilitator:

- Advertise and source individuals external to the organisation.
- Look for a suitably qualified and experienced person from within the organisation to facilitate program delivery.
- Engage a suitably qualified Registered Training Organisation (RTO).

See Attachment C for pros and cons of each option.

As part of the interview process, we found it valuable to ask potential facilitators to conduct a short presentation using part of the course content to assess their facilitation skills and style.

Following Recruitment

Following recruitment we recommend that facilitators and site managers meet:

- So that productive working relationships are formed between these parties as early as possible.
- So facilitators can go through the scenarios in the modules to ensure they relate to the staff group, and if not customise these for their needs.
- For facilitators to learn about the organisation’s Mission, Values, Philosophy, and relevant policies and procedures so these can reinforced and referred to (if necessary) throughout the program.
- To establish the language of the organisation, for example: job titles, what terms they use to refer to their customers and any other specific language and acronyms the organisation uses.
- To develop back-up plans for dealing with any potential problems e.g. facilitator being unable to deliver at short notice due to illness or other reason.
- To establish communication lines and site support resources where required.

**Evaluation**

Although the pilot program involved extensive evaluation processes to establish the effectiveness of the program, it is recommended that organisations/facilitators implement some level of evaluation to establish the effectiveness of the program within their organisation, for example:

- Using an evaluation form following each session delivered to monitor participants’ reactions. See Attachment H for example.
- Conducting a pre and post program questionnaire to evaluate the overall impact of the program. See Attachments I and J for example of pre and post course questionnaires used during the pilot program.

**Amount of time required for delivery of each session**

Each module is 1.5 hours long. In the pilot two modules were delivered at each session (total of 3 hours). Most facilitators reported that the 1.5 hours per module was a little too short to comfortably address module content (particularly the learning activities). Many people suggested that 2 hours per module might be more appropriate.

**Duration and scheduling**

For the pilot program staff attended six 3 hour sessions over a period of 15 weeks. Feedback received following the pilot was that:

- It was generally felt that delivery of the program over a shorter time-frame was recommended. For example it might prove possible to deliver the program over a shorter period of one and a half to two months. However, if the program was condensed further into a period of a few days there may be a loss of opportunity for the practice of behavioural change, (being mindful that the program is an experiential one and participants will need some time between sessions to reflect on the content presented and practice new skills/approaches/strategies). It is important for participants to commit to the reflective component of the program.

**Delivery Venue**

In the pilot all sessions were delivered on site at each facility rather than being delivered at an ‘off site’ location. Typically the delivery venue was a large space such as an activity room or lounge which could comfortably accommodate ten to fifteen people.

Some important points to consider include:

- The delivery space must be relatively private i.e. preferably can be closed off from the rest of the facility to maintain privacy, minimise noise transmission to the rest of the facility and prevent the space from becoming a thoroughfare.
- The desirability of participants being seated in a group-type setting to promote effective interaction and group work.
- A white board and screen (or wall) onto which to project images are essential.
• A laptop computer, data projector, external speakers and all connecting cables are required. Please note that it is essential to check that the laptop will run all the clips from the USB provided. Some earlier (less capable) laptops may be unable to run some clips.
• External speakers may be necessary so that audio quality and volume from the laptop is adequate.

The following are some considerations about whether to deliver at individual work sites versus delivery at a centralised location with participants drawn from multiple sites.

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<tr>
<th>Delivery at individual work sites</th>
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<tbody>
<tr>
<td><strong>Pros</strong></td>
</tr>
<tr>
<td>• Delivery is taking place in the actual work context (may increase relevance of the program to participants and more likely be seen as a part of normal work/training routines at site).</td>
</tr>
<tr>
<td>• Participant travel avoided to other sites (monetary and time saving).</td>
</tr>
<tr>
<td>• No venue hire required (cost saving).</td>
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<tr>
<td>• Staff not participating in program may become curious and decide to join it.</td>
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<tr>
<td>• Organisation’s commitment to its culturally diverse workforce is observable by all.</td>
</tr>
<tr>
<td><strong>Cons</strong></td>
</tr>
<tr>
<td>• May be difficult to find a suitable room/venue of sufficient size, comfort and privacy at each aged care site.</td>
</tr>
<tr>
<td>• Delivery may cause a level of disruption at site.</td>
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<tr>
<td>• If delivery venue/room at site is not sufficiently private staff may be reluctant to participate.</td>
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<tr>
<td>• Risk of participants being pulled back from training to complete high priority urgent work tasks.</td>
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<tr>
<td>• Difficulties in securing equipment such as laptops, data projector, external speakers etc. from resources available at site.</td>
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<table>
<thead>
<tr>
<th>Delivery at a centralised location with participants drawn from multiple work sites</th>
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<tbody>
<tr>
<td><strong>Pros</strong></td>
</tr>
<tr>
<td>• Will promote interaction between staff from different sites and sharing and dissemination of ideas.</td>
</tr>
<tr>
<td>• Likely higher standard delivery venue and improved availability of laptops, data projector, external speakers etc.</td>
</tr>
<tr>
<td>• Increased privacy when compared with site-based delivery may prompt more reluctant staff to join the program.</td>
</tr>
<tr>
<td>• Noise impact from delivery will not be felt at the care facilities from which participants have been drawn.</td>
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<tr>
<td>• A larger venue will allow delivery to larger groups (being mindful of not having groups so large that effective interaction between participants is compromised).</td>
</tr>
<tr>
<td><strong>Cons</strong></td>
</tr>
<tr>
<td>• Staff don’t get to know and understand the cultural diversity particular to their site.</td>
</tr>
<tr>
<td>• If staff are from different sites, they are unable to develop a collective vision of what a culturally competent workplace would be like at their particular site.</td>
</tr>
<tr>
<td>• Additional cost of venue hire, transport of staff to and from the venue, travel time to and from the venue.</td>
</tr>
<tr>
<td>• Delivery taking place outside of immediate work context may reduce relevance of program.</td>
</tr>
<tr>
<td>• Program delivery being 'off site' is largely invisible to non-participating staff.</td>
</tr>
<tr>
<td>• Organisation’s commitment to its multi-cultural workforce may be less visible than would be the case with site-based delivery.</td>
</tr>
</tbody>
</table>
How to order program materials

The full suite of project materials including facilitator guides, participant workbooks, DVDs etc. can be obtained via WestOne. Materials may be downloaded free of charge from the Fortis Consulting website at www.fortisconsulting.com.au from September 2013 onwards.

Hard copies of program resources will be produced at cost and will be made available on an order-by-order basis from WestOne.

WestOne Contacts:
Tel: (08) 9229 5200
E-mail: contactus@westone.wa.gov.au
Web site: http://www.westone.wa.gov.au

Fortis Consulting Contacts:
Tel: (08) 9467 2490
E-mail: info@fortisconsulting.com.au

Queries regarding project materials

Please contact one of the project management team members mentioned on page 5 of this document for any queries regarding project materials.

Delivery resources

Resources required are outlined in the Facilitator’s Guide and are also listed in Attachment A.
The following agencies have been identified through the project that may be able to provide assistance to individuals, groups and organisations. Organisations may also want to refer people to these resources where needs have been identified, for example through the recruitment process or post-employment.

<table>
<thead>
<tr>
<th>Agency Name</th>
<th>Agency Contact Details</th>
<th>Why Contact?</th>
</tr>
</thead>
</table>
| Adult Migrant English Program (AMEP) | 131 881 (free call Australia wide) via Australian Department of Immigration and Citizenship [http://www.immi.gov.au](http://www.immi.gov.au) | • Provides a range of English language related assistance measures to eligible migrants from the humanitarian, family and visa streams.  
• Free English language course are available to eligible migrants who do not have functional English.  
• All AMEP clients have access to up to 510 hours of English language courses in their first five years of settlement in Australia. Participation in the program is voluntary. |
• Member of project reference group.  
• Experienced with the delivery of diversity programs to aged care sector. |
| Metropolitan Migrant Resource Centre (MMRC) (Mirrabooka W.A.) | Chris Konrad Programs Manager [chris.konrad@mmrcwa.org.au](mailto:chris.konrad@mmrcwa.org.au) (08) 9345 5755 [http://www.mmrcwa.org.au](http://www.mmrcwa.org.au) | • Provides a range of support services for newly arrived migrants.  
• Provides cultural education programs.  
• Played a significant role in the development and piloting of the CCRW program.  
• Member of project reference group.  
• Well placed to offer specialist advice and support relating to cross cultural aspects of the program.  
• Delivered components of the program during 2012 pilot. |
<p>| Reading and Writing Hotline | 1300 6555 06 (free call Australia-wide) <a href="http://www.literacyline.edu.au/">http://www.literacyline.edu.au/</a> | • Provides free Australia-wide assistance for individuals with language, literacy and numeracy related issues. |
| Read Write Now (W.A.) | 1800 018 802 (free call) <a href="http://www.read-write-now.org/">http://www.read-write-now.org/</a> | • Free program offered throughout W.A. where participants meet for up to an hour and a half per week with a volunteer tutor. |</p>
<table>
<thead>
<tr>
<th>Agency Name</th>
<th>Agency Contact Details</th>
<th>Why Contact?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Workforce Development Centre</td>
<td>(08) 9224 6535 e-mail: <a href="mailto:AWDC@dtwd.wa.gov.au">AWDC@dtwd.wa.gov.au</a> <a href="http://www.dtwd.wa.gov.au/awdc">http://www.dtwd.wa.gov.au/awdc</a></td>
<td>Can assist organisations to develop their Aboriginal workforce.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The AWDC can help organisations to attract, recruit &amp; retain Aboriginal employees by:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Promoting vacancies to Aboriginal job seekers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Providing resources &amp; advice on recruitment &amp; retention strategies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Providing access to mentoring services &amp; cultural awareness training.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They also have the following document titled ‘How well do you understand the Aboriginal people you employ?’ as a resource for employees. See the following link: <a href="http://www.trainingwa.wa.gov.au/awdc/detcms/navigation/employers">http://www.trainingwa.wa.gov.au/awdc/detcms/navigation/employers</a></td>
</tr>
</tbody>
</table>
Section 7

Potential funding options

Potential funding sources to assist organisations to provide language, literacy and numeracy support to staff members who are completing workplace training courses can be found in Attachment E.

Although the Project Team has not been able to source current funding programs to assist organisations with e.g. costs associated with back fill of staff, there may be grants that help to support this in the future. We recommend that organisations check the following sites if grants became available.

Information relating to Australian Government grants can be accessed at http://grants.gov.com.au/. Alternatively a directory of grants available from the Australian Government can be obtained from Government Business Grants Australia e-mail: info@governmentbusinessgrants.com.au. This email address also provides the latest information about available State Government grants.


The Department of Health and Aging (DoHA) is a key source of funding for the aged care sector at www.health.gov.au

For further information please contact Mary Gurgone or Steve Dean at Fortis Consulting:

Tel: +61 8 9467 2490
Email: info@fortisconsulting.com.au
Section 8

*Existing education and training resources for the aged care and disabilities services workforce*

- A detailed search and review of education and training resources relevant to the CCRW program was conducted during the training needs analysis for the project. Please refer to Attachment D for further details.
- A search on Google (or a similar search engine) using search criteria such as 'cultural diversity training resources for aged care/disability services', or similar, will bring up numerous potential resources, links and so on.
## Project Management Team

Please direct your enquiries to the following organisations and people:

<table>
<thead>
<tr>
<th>Agency name</th>
<th>Agency contact details</th>
<th>Why contact?</th>
</tr>
</thead>
</table>
| **Brightwater Care Group**       | Laurie Burns  
General Manager, People Services  
Laurie.Burns@brightwatergroup.com  
(08) 9202 2800  
Therese De Luce  
Manager, Strategic Learning and Growth  
Therese.DeLuce@brightwatergroup.com  
(08) 9202 2800 | • Brightwater Care Group was the project proponent.  
• Member of Project Management Team.  
• Active participant in pilot implementation program, 2012. |
| **Juniper – a Uniting Church Community** | Margaret Antonucci  
Manager Training and Development  
MAntonucci@juniper.org.au  
(08) 9240 0313 | • Member of Project Management Team.  
• Active participant in pilot implementation program, 2012. |
| **Fortis Consulting**            | Mary Gurgone  
Director Education and Training  
mgurgone@fortisconsulting.com.au  
(08) 9467 2490  
Steve Dean  
Consulting Projects Officer  
SDean@fortisconsulting.com.au  
(08) 9467 2490 | • Consultant to program.  
• Member of Project Management Team.  
• Management of development, piloting and evaluation of pilot program materials.  
• Leading educational consultancy for not-for-profit sector. |
ATTACHMENTS

A. Resources required - contents list of resources box
B. Program Learning Outcomes for CCRW Project
C. Options for facilitator selection
D. Existing education and training resources identified from project research
E. Summary of potential funding sources to provide language and literacy support to program participants (WELL, CAVSS and USIQ)
F. Checklist for organisations considering implementing the CCRW program
G. Training Needs Analysis survey instrument with responses details recorded
H. Session evaluation form
I. Pre-course questionnaire used for pilot program
J. Post-course questionnaire used for pilot program
Attachment A

Resources Required – contents list of resources box

Resource pack

- It is recommended that Resource Packs be created:
- One pack per delivery site, and
- To be kept on site with either the site manager, or with the facilitator.

Contents | Electrical / electronic equipment required for delivery

1. Laptop
2. Data projector with all necessary cabling to connect to laptop.
3. Thumb Drive with all necessary PowerPoint’s and you tube clips loaded. Confirm prior to delivery that the laptop will run all clips loaded onto the thumb drive.
4. External speakers for the laptop. Confirm that these will work adequately with the laptop prior to first delivery of the materials.

Contents | Teaching and learning materials

1. Facilitator’s Guide – for Care and Support Workers
2. Facilitator’s Guide – for Supervisors
3. Workbook – for Care and Support Workers
4. Workbook – for Supervisors
5. C11.1 – Animal Cards
6. C 6.1 – Timeline Cards
7. CEO Address DVD – or alternative strategy planned for:
   In the pilot this was done with:
   - Dr Penny Flett, Chief Executive Officer Brightwater Care Group
   - Mr Vaughan Harding, Chief Executive Juniper – A Uniting Church Community
8. Culture, Communication and Relationships at Work DVD
   - Scene 1 ‘Workplace Awareness’
   - Scene 2 ‘If it’s to be, it’s up to me’
   - Scene 3 ‘Listen to hear’
     Plus five supplementary scenes
9. PowerPoint presentations
10. You Tube and other clips

Please note: items 7, 8, 9 and 10 may be provided on a thumb drive.
Contents | other materials

- A box in which to store all materials (x1)
- Box of Pens (blue or black) (x1)
- Whiteboard markers (variable colours) (2 boxes)
- Permanent markers (2 boxes of 12)
- White board eraser (x1)
- Post it notes-large (block of 4 to 6 in diff colours)
- Butcher’s paper (1 roll?)
- Scissors (1 pair)
- Blu Tac (x2)

Room / venue requirements

The venue chosen for delivery will need to meet the following requirements:

- Able to hold all participants comfortably
- Have adequate ventilation
- Be reasonably private with little or no through traffic
- Have adequate power points to allow laptop and data projector to be run
- Have a whiteboard
- Have a screen or wall space adequate onto which PowerPoint presentations may be projected.
Attachment B

Program learning outcomes for the CCRW project

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/clients).
- 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.
## Attachment C

### Options for facilitator selection

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>PROS</th>
<th>CONS</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>
| Identify and train internal staff | • Gives the care organisation greatest possible control over delivery.  
• Facilitator will, likely, have a good insight into care related issues (including communication in a culturally diverse environment).  
• Should provide stability to delivery throughout program. | • Existing relationship issues with staff at delivery site (could be a ‘pro’ also).  
• Must ensure person has the required facilitation skills and attitudes.  
• May be difficult and time consuming to find persons on staff with the required facilitation skills and attitudes. | • Any decision to go down this path would need to be very carefully taken.  
• Could have adverse consequences for the program if things go wrong. |
| Engage a suitably qualified and experienced RTO | • Convenience and time saving arising from outsourcing delivery function.  
• Recruitment and management of facilitators is responsibility of the Registered Training Organisation (RTO) (could be a ‘con’ if not handled well by the RTO).  
• Access to RTO expertise. | • Monetary cost.  
• Possible loss of control (only an issue if RTO doesn’t perform as expected).  
• Facilitator may have limited knowledge of aged care related issues. | • Facilitator skills will need to be tightly specified to RTO (contractual arrangement).  
• Deliverables will need to be tightly specified in RTO contract. |
| Engage casual facilitators | • Cost effective – i.e. you only pay for what is delivered. | • Recruitment process needs to be carefully managed.  
• Possible lack of commitment/reliability issues/risk of withdrawal part way through delivery.  
• A pool of casual facilitators can be very time-consuming to recruit and manage and this may add significantly to organisational workload and cost. | • Organisations need to be realistic about what can be expected from casual employees employed for only a few hours per week. |
The information below has been drawn from the research conducted for the CCRW project:

**Accredited courses/training**

Many Registered Training Organisations offer the Certificate III/IV in Aged Care and Disability and Certificate IV in Frontline Management.

Some of the relevant units from these qualifications could be of potential interest or use for persons or organisations considering diversity issues for the aged care and disabilities services sectors.

For example:

- CHCCS405A ‘Work effectively with culturally diverse clients and co-workers’
- HLTHIR403B ‘Work effectively with culturally diverse clients and co-workers’
- CHCCOM403A ‘Use targeted communication skills to build relationships’
- HLTHIR404B ‘Work effectively with Aboriginal and/or Torres Strait Islander people’
- BSBWOR203A ‘Work effectively with others’
- MTMPR411A ‘Lead communication in the workplace’
- CHCS06A ‘Promote and respond to workplace diversity’
- CHCSW402A ‘Undertake bicultural work with forced migrants in Australia’
- CHCDS01A ‘Work effectively with people with a disability’
- CHCHC311A ‘Work effectively in home and community care’
- CHCMH301A ‘Work effectively in mental health’
- CHCIC304A ‘Work effectively with carers’
- CHCDS02A ‘Maintain an environment to empower people with disabilities’
- CHCDS022A ‘Support community participation and inclusion’


Learning resources for specific units of competency can be purchased from a number of suppliers. Some of the many suppliers are listed below:

- ‘Enablelearning’ [www.enable.synthasite.com](http://www.enable.synthasite.com/)
- JNB Publications [www.jnbailey.com](http://www.jnbailey.com/)

**IMPORTANT – PLEASE NOTE:**

- This document is not endorsing the above-mentioned companies as preferred suppliers. The intent is to highlight that resources can be accessed through suppliers such as these.
- Nationally-recognised units of competence and other resources are subject to change over time.
Other courses/workshops

- Certificate IV in Relationship Education – William Street Family Therapy Centre (Perth WA)
- Caring in Harmony 3 – Cultural Diversity in Aged Care (offered by WestOne – WA.)
- Taking Care – Effective communication for CALD workers in Aged Care – WELL (see www.ames.net.au/ames-bookshop-detail/taking-care/74)
- Supporting culturally and linguistically diverse older people who have experienced trauma training package – ASeTTS and MCSWA

Non-accredited courses/training

- Interpersonal Communication Skills – offered by Professional Development Training
- Effective Communication in Aged Care – Working with Interpreters and Bilingual Staff - Workshop
- Culturally Speaking – Towards Partnership with Aboriginal People – Kim Bridge and Tim Muirhead
- One Day Cultural Intelligence Program/Workshop – GoodRun Solutions
- Cultural Intelligence – Getting the best out of a multi-cultural workforce – GoodRun Solutions
- Cultural Intelligence and Dealing with Differences – Centre for Continuing Education – The University of Sydney
- Cross Cultural Training: Working with Culturally and Linguistically Diverse (CALD) people – Metropolitan Migrant Resource Centre (WA)

IMPORTANT – PLEASE NOTE:
This document is not endorsing the above training programs. The intent is to highlight that these programs are available.

Additional resources

- Caring in Harmony http://hdl.voced.edu.au/10707/11973
- Guidelines on Workplace Diversity – Public service and Merit Protection Commission
- Document Writing Skills for Disability Support Workers
- WestOne (W.A.) http://www.westone.wa.gov.au/Pages/Home.aspx
- Workforce English Language and Literacy (WELL) Program http://www.innovation.gov.au/Skills/LiteracyAndNumeracy/WorkplaceEnglishLanguageAndLiteracy/Pages/default.aspx
The main features of potential funding sources to provide language and literacy support are described in detail below, including:

- Workplace English Language and Literacy program (WELL)
- Course in Underpinning Skills for Industry Qualifications (USIQ)
- Course in Applied Vocational Study Skills (CAVSS)

**Workplace English Language and Literacy program (WELL)**

**Purpose**

The Workplace English Language and Literacy (WELL) Program is implemented by the Federal Government’s Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education.

**The WELL Program**

- Assists existing employees to undertake training essential to retaining their employment and progressing in the workplace by integrating language, literacy and numeracy (LLN) training with vocational training delivery in the workplace.
- Assists Indigenous Employee Program (IEP) participants who require LLN training.
- Assists employers to see the value of LLN training in achieving business and workplace training goals.
- Supports resource development and strategic activities that improve the uptake of LLN training within and between industries.

**May be useful for**

- Providing funding for LLN training which is integrated with vocational education and training delivery in the workplace.
- Supporting the costs of developing LLN materials for specific workplaces with materials to be integrated into workplace skills development programs (Resource Development Grant applications).

**Program administered by**

Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education.

**Key points**

- Training projects are funded jointly by the Australian Government and the employer. Program funding is regarded as ‘seed’ funding i.e. it is designed to support employers to cultivate a culture of language, literacy and numeracy training in their workplaces.
- Employers are expected to contribute at least 25% of the approved total WELL training project costs in the first year. (i.e. $1 contributed by the employer for every $3 contributed by the Australian Government). Where training is approved for any subsequent years, the employer is expected to contribute 50% (i.e. match the Australian Government funds dollar for dollar).
Contributions

<table>
<thead>
<tr>
<th></th>
<th>Employer Contribution</th>
<th>Australian Government Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>Years 2 and 3</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

WELL training projects must:

- Conform to the requirements of the Australian Quality Training Framework (AQTF) and comply with relevant legislation.
- Provide LLN skills that meet the employee’s employment and training needs and should be integrated with workplace training. The training should (in order of preference):
  - support the underpinning LLN skills within units of competency from an industry specific endorsed national Training Package where available;
  - support the underpinning LLN skills within generic units of competency contextualised for a particular industry;
  - deliver training for unemployed IEP participants which is aligned to local workforce requirements and tied to the relevant training package; or
  - assist workers to obtain licences (e.g. dogger, forklift, work cover i.e. OH&S), certificates or other mandatory qualifications.
- For second and third year training projects, be integrated with training to support the underpinning language, literacy and numeracy skills within units of competency from an industry specific endorsed Training Package;
- Incorporate ICT (information and communication technology) training to complement the LN skills being taught in workplaces where computer skills are required and/or where such skills would enhance the vocational outcomes of the employees;
- Accord with agreed workplace arrangements (i.e. type of training, pay, hours, site, timetable etc.). Where possible, participants should attend training on site and during paid working hours; and
- Have voluntary employee participation.

Trainers must have:

- Certificate IV in Training and Assessment TAA401104; and
- Appropriate qualifications to deliver LLN training to adult learners.

WELL training must be conducted under the auspices of a Registered Training Organisation (RTO) which is scoped to teach the subjects/competencies listed on the application or it must partner with an RTO which has the competencies on its scope.

Funding recipients must meet the reporting requirements as outlined in section 8.1 ‘Reporting Requirements’ of the Program Guidelines for WELL Projects.

More information

Enquiries relating to the Workplace English Language and Literacy (WELL) program:

- Project specific enquiries should be directed to the WELL contact in your state/territory.
- Queries regrading overall program administration should be directed to the National WELL Hotline on 133873.
CAVSS – Course in Applied Vocational Study Skills

**Purpose**

Provide team teaching support (via a L, L & N specialist) during the conduct of vocational training courses. A prescribed team teaching methodology is the core element of CAVSS whereby the CAVSS teacher comes into the vocational training environment for an agreed number of hours to teach the group alongside the vocational lecturer.

**May be useful for**

Embedding L, L & N support within vocational training delivery. L, L & N issues are to be addressed with the whole group - CAVSS is not to be run as a remedial program as withdrawal of students for 1 on 1 remedial assistance is not allowed under the CAVSS rules.

**Program administered by**

USIQ is administered by the Department of Training and Workforce Development (W.A.).

**Key points**

CAVSS is flexible in the following ways:

- Students can be enrolled in any # of modules up to 100 SCH.
- CAVSS can be applied to any vocational course or training package qualification at any AQF level.
- Students are eligible for re-enrolment in CAVSS.

CAVSS is not flexible with regard to the following:

- Students must be enrolled in a vocational course to access CAVSS.
- Only suitable qualified L, L & N teachers may deliver CAVSS.
- CAVSS must be delivered in face-to-face delivery mode.
- 90% of the delivery must be team teaching as defined in the Course Accreditation Document.

**USIQ – Course in Underpinning Skills for Industry Qualifications**

**Purpose**

Enable RTOs in receipt of public funding to access resources to provide specialised teaching and additional time for students undertaking industry qualifications who have been identified as having additional educational support needs.
May be useful for

Providing additional support to Brightwater and Juniper staff (post the CCRW program) who are completing a Cert III or Cert IV in Aged Care.

Program administered by

USIQ is administered by the Department of Training and Workforce Development (W.A.).

Key points

- Students must be enrolled in a training package or other vocational qualification.
- The need for USIQ must be determined.
- The funding body will make an assessment of environmental factors in the RTO before approving USIQ funding.
- Selection of USIQ modules is based on an analysis of the gap that exists between the demands of the vocational course and the existing skills of course participants.
- USIQ can only be used for face-to-face delivery.
- USIQ students must not be required to undertake end of course assessments of USIQ content presented.

More information

For enquiries relating to tendering for USIQ and CAVSS funding please contact:

**Margaret McHugh**
Senior Policy Officer Literacy, Department of Training and Workforce Development
Tel: (08) 6551 5511
Email: margaret.mchugh@dtwd.wa.gov.au

For enquiries relating to the guidelines for and use of USIQ and CAVSS funding please contact:

**Susan Bates**
Policy Planning and Research, Department of Training and Workforce Development
Tel: (08) 6551 5652
Email: susan.bates@dtwd.wa.gov.au

*Summary prepared by Fortis Consulting 27/9/12. Whilst all care has been taken no responsibility is accepted for the accuracy of information presented in this document.*
Instructions:

This document provides a high level checklist to allow you to effectively gauge your organisation’s need for, and ability to implement a cross-cultural awareness program.

The checklist is based on the contents of the ‘Organisational Guidelines’ document. This document should be referred to when completing the checklist.

Carefully read each item and mark each box with a tick ✓ or ☐ question mark as appropriate.

At the end of each section of the checklist mark a response in one of the following boxes as appropriate.

Yes ☐
No ☐
Unsure ☐

Whilst the judgement you make is subjective, it is hoped your completion of the questions will assist you to make a more informed decision that otherwise would have been the case.

Organisation’s need for a cross-cultural and relationships at work program

Does your organisation:

Please answer each question with a ✓ (tick) for yes; ☒ (cross) for no; or ☐ (question mark) for unsure.

1. Have a culturally-diverse workforce?

2. Experience communication problems between supervisors and workers, between workers and between workers and clients?

3. Have managers/supervisors that do not have the skills and/or confidence in dealing with issues due to a culturally diverse workforce?

4. Have difficulty retaining staff (i.e. low retention rate)?

Is there a need for a cross cultural awareness program?

Please place a ✓ (tick) in the box corresponding with your response:

Yes ☐
No ☐
Unsure ☐
Organisation’s readiness to implement the program

Please answer each question with a: ✓ (tick) for yes; ✗ (cross) for no; or ☑ (question mark) for unsure.

1. Program materials obtained.
2. CEO’s commitment for organisation to implement the program secured.
3. Staff backfill arrangements planned for and costed.
4. Persons selected and trained who will exercise responsibility for managing implementation of the program at each delivery site (preferably based at each site e.g. site care manager).
5. Strategy for promoting program to staff decided and ready to implement.
6. Suitable facilities for delivery available at all delivery sites.
7. Suitable equipment obtained for delivery and confirmed will operate:
   - USB capable laptop and external speakers
   - Data projector with all required cabling
   - Whiteboard
   - Screen
   - Extension cord and power boards as required
8. All PowerPoints and inserted clips and videos checked that they are working on the specific laptop being used for the training.
9. Delivery staff/facilitators secured (ensure they meet stated ‘requirements for facilitators’)
10. Timetabling and staff release options evaluated and decided.

Other factors which may be relevant:

1. Plan established for evaluating effectiveness of the program decided and ready to implement. For example, feedback mechanisms decided and developed to get feedback from other persons associated with the program.
   - Site care managers
   - Supervisors of program participants
2. External funding obtained (where required).
3. Reporting requirements of external funding bodies understood (where applicable).

Is your organisation ready to implement program:

Please place a ✓ (tick) in the box corresponding with your response:

Yes □ No □ Unsure □
Brightwater Care Group and Uniting Church Homes (in conjunction with Fortis Consulting) are conducting a project examining the issues and benefits that arise from a workforce made up of staff from many different cultures.

The survey focuses on workplace issues including; the influence of culture on communication and the way we do things; language and literacy; and how individuals learn best. By completing this survey you will help us to identify issues and areas that may require further training and support for staff and supervisors.

We would appreciate your help by taking the time to complete the following survey. This should take you no more than 5 minutes. All responses are anonymous and will be treated confidentially. We thank you for your time.

**Section 1: Demographic Information**

Which of the following is your position in the organisation? *(please tick)*

<table>
<thead>
<tr>
<th>% Responses</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.5</td>
<td>Care Worker</td>
</tr>
<tr>
<td>22.4</td>
<td>Other (please specify)</td>
</tr>
<tr>
<td>9.9</td>
<td>Manager/Supervisor/Team Leader/RN or EN involved with staff supervision</td>
</tr>
<tr>
<td>7.4</td>
<td>EN</td>
</tr>
<tr>
<td>6.0</td>
<td>RN</td>
</tr>
<tr>
<td>5.8</td>
<td>Hotel Service</td>
</tr>
</tbody>
</table>

Site and Nationality:

Which site are you based at? __________________________________________

What is your nationality? __________________________________________

Is English your first language spoken? *(please tick)*

- [ ] 77.1% Yes  
- [ ] 22.9% No
Section 2: Survey Questions

Please tick the boxes that apply to you or you see happening in the workplace. You can tick more than one box for each question.

When you started working in your job what things made your job difficult? (please tick)

<table>
<thead>
<tr>
<th>% Responses</th>
<th>A)</th>
<th>B)</th>
<th>C)</th>
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<tbody>
<tr>
<td>50.5</td>
<td>Time pressures</td>
<td>People’s accents</td>
<td>Other (please explain and/or tell us more about the answers you have selected in the space below)</td>
<td>People speaking too fast</td>
<td>Technical Language and Jargon</td>
<td>Not feeling comfortable to ask questions</td>
<td>Understanding the words used on a Care Plan</td>
<td>Providing very personal care e.g. showering, toileting, shaving</td>
<td>Not understanding how to complete required tasks</td>
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<td>40.4</td>
<td>hen you started your job, what did you find helped you to do it well?</td>
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What problems can arise from having a mix of people from different cultures working together? (please tick)

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<tr>
<th>% Responses</th>
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<th>H)</th>
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<tbody>
<tr>
<td>71.0</td>
<td>Staff saying yes they understand when they don’t</td>
<td>Not understanding instructions</td>
<td>Staff speaking between themselves in a language other than English</td>
<td>Tone of voice can be seen as intimidating/ordering/bullying</td>
<td>Not knowing the difference in the name of things, e.g.: dentures/teeth, vitamised/smooth</td>
<td>Not feeling comfortable to do manual handling properly</td>
<td>Other (please explain and/or tell us more about the answers you have selected in the space below)</td>
<td>Working with someone from a different gender</td>
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<td>70.3</td>
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What benefits come from having a mix of people from different cultures working together? (please tick)

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<tr>
<th>% Responses</th>
<th>A)</th>
<th>B)</th>
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<tbody>
<tr>
<td>69.1</td>
<td>Staff get to understand different cultures better</td>
<td>Residents from similar backgrounds can relate well</td>
<td>Sharing ideas &amp; improving how tasks are done &amp; care provided</td>
<td>Staff from different cultures feel more comfortable if there are a lot of others from different cultures</td>
<td>You get to taste food from different cultures</td>
<td>Some cultures are seen as more reliable</td>
<td>Other (please explain and/or tell us more about the answers you have selected in the space below)</td>
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<td>64.7</td>
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</table>

What could a manager/supervisor do to help people from different cultures? (please tick)
<table>
<thead>
<tr>
<th>% Responses</th>
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</thead>
<tbody>
<tr>
<td>66.2</td>
<td>A) Clearly explain what is required</td>
</tr>
<tr>
<td>59.6</td>
<td>B) Take time to explain things</td>
</tr>
<tr>
<td>58.7</td>
<td>C) Take time to listen to concerns</td>
</tr>
<tr>
<td>57.8</td>
<td>D) Give constructive feedback</td>
</tr>
<tr>
<td>44.9</td>
<td>E) Provide better buddy training (What would it make it better?)</td>
</tr>
<tr>
<td>41.3</td>
<td>F) Help everyone better understand different cultures</td>
</tr>
<tr>
<td>37.4</td>
<td>G) Allow time to increase speed of work</td>
</tr>
<tr>
<td>32.3</td>
<td>H) Help everyone better understand their own culture and its impact on others</td>
</tr>
<tr>
<td>17.3</td>
<td>I) Other (please explain and/or tell us more about the answers you have selected in the space below)</td>
</tr>
</tbody>
</table>

What issues arise with residents by having a mix of staff from different cultures? (please tick)

<table>
<thead>
<tr>
<th>% Responses</th>
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</thead>
<tbody>
<tr>
<td>75.9</td>
<td>A) Residents don’t understand staff</td>
</tr>
<tr>
<td>74.3</td>
<td>B) Not wanting care from that person</td>
</tr>
<tr>
<td>61.1</td>
<td>C) Staff don’t understand residents</td>
</tr>
<tr>
<td>52.0</td>
<td>D) Difficult resident behaviours</td>
</tr>
<tr>
<td>48.9</td>
<td>E) Racial Abuse</td>
</tr>
<tr>
<td>38.9</td>
<td>F) Name calling</td>
</tr>
<tr>
<td>13.2</td>
<td>G) Other (please explain and/or tell us more about the answers you have selected in the space below)</td>
</tr>
</tbody>
</table>

What Type of Training helps you to learn best? (please tick)

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<thead>
<tr>
<th>% Responses</th>
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<tbody>
<tr>
<td>75.9</td>
<td>A) Buddy training e.g. training that is practical and ‘Hands On’</td>
</tr>
<tr>
<td>72.2</td>
<td>B) Having a trainer who talks from experience</td>
</tr>
<tr>
<td>64.1</td>
<td>C) Small group training 5-10 people</td>
</tr>
<tr>
<td>51.0</td>
<td>D) Short training sessions 1 hour to 3 hours long</td>
</tr>
<tr>
<td>31.8</td>
<td>E) Working in groups when at a training session</td>
</tr>
<tr>
<td>25.8</td>
<td>F) DVD</td>
</tr>
<tr>
<td>24.1</td>
<td>G) Using computer to access training</td>
</tr>
<tr>
<td>15.5</td>
<td>H) Training which is spread over a longer period, e.g. 6 weeks</td>
</tr>
<tr>
<td>15.3</td>
<td>I) Classroom 12-20 people</td>
</tr>
<tr>
<td>12.1</td>
<td>J) Other (please explain and/or tell us more about the answers you have selected in the space below)</td>
</tr>
<tr>
<td>11.2</td>
<td>K) All day training</td>
</tr>
</tbody>
</table>

Thank you for participating – your feedback is important to us.
Session evaluation form

Culture, Communication and Relationships at Work | Feedback Questionnaire

Please take the time to complete this form.

We value your comments and they will help us to improve the course.

Date: ____________________

Please rate your learning experience from this session:

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<tr>
<td></td>
<td>Very Dissatisfied</td>
<td>Dissatisfied</td>
<td>Neutral</td>
<td>Satisfied</td>
<td>Very Satisfied</td>
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</table>

Facilitator’s presentation skills

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<tr>
<td></td>
<td>Very Dissatisfied</td>
<td>Dissatisfied</td>
<td>Neutral</td>
<td>Satisfied</td>
<td>Very Satisfied</td>
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</table>

a) The format of these sessions and the practical exercises:

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<tr>
<td></td>
<td>Very Dissatisfied</td>
<td>Dissatisfied</td>
<td>Neutral</td>
<td>Satisfied</td>
<td>Very Satisfied</td>
</tr>
</tbody>
</table>

b) If you were dissatisfied, what suggestions do you have?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

a) Opportunities to participate (voice my opinion, be heard, etc.)

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<tr>
<td></td>
<td>Very Dissatisfied</td>
<td>Dissatisfied</td>
<td>Neutral</td>
<td>Satisfied</td>
<td>Very Satisfied</td>
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</tbody>
</table>

b) If you were dissatisfied, what suggestions do you have?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
What has been the most useful part of this session?
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

What has been the least useful part of this session?
___________________________________________________________________
___________________________________________________________________
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Do you have any suggestions on how we may be able to improve this session?
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Is there anything else you would like to add?
___________________________________________________________________
___________________________________________________________________
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Thank you for taking the time to complete this questionnaire
Attachment I
Pre-course questionnaire used for pilot program

Culture, Communication and Relationships at Work

Which of the following is your position in the organisation *(please tick)*

- [ ] Manager / Coordinator / Team Leader
- [ ] RN/EN / Allied Health Professional
- [ ] Care Worker / Therapy Assistant / Hotel Service
- [ ] Other (please specify) ____________________________

Site and nationality:

- Which site are you based at? ____________________________
- What is your nationality? ____________________________

Is English your first language? *(please tick)*

- [ ] Yes
- [ ] No

*For each of the following questions, please tick the box that indicates your response:*

How well do you understand other cultures?

- [ ] Not at all
- [ ] Limited knowledge
- [ ] I think I have a good understanding of other cultures

In general, how well do you think that we *support* staff from other cultures?

- [ ] Poorly
- [ ] We could do this better
- [ ] I think we support staff well

When you are confronted with an issue which arises because of cultural differences, how confident do you feel in your ability to deal with the issue?

- [ ] Not confident at all
- [ ] Sometimes I can manage
- [ ] I am confident in dealing with these issues

In general, how well do we resolve issues which arise due to cultural differences?

☐ We are not good at this
☐ We could do this better
☐ I think we do this well

What do you hope to learn from participating in this course?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Thank you for completing this questionnaire – your feedback is greatly appreciated.
Attachment J

Post-course questionnaire used for pilot program

Culture, Communication and Relationships at Work

Which of the following is your position in the organisation (please tick)

- Manager / Coordinator / Team Leader
- RN/EN / Allied Health Professional
- Care Worker / Therapy Assistant / Hotel Service
- Other (please specify) ________________________________

Site and nationality:

- Which site are you based at? __________________________
- What is your nationality? ______________________________

Is English your first language? (please tick)

- Yes
- No

For each of the following questions, please tick the box that indicates your response:

Following the completion of the Culture, Communication and Relationships at work training program:

How well do you understand other cultures now?

- Not at all
- Limited knowledge
- I think I have a good understanding of other cultures

In general, how well do you think that we can support staff from other cultures at this site now?

- Poorly
- We could do this better
- I think we can support staff well

Now, when you are confronted with an issue which arises because of cultural differences, how confident do you feel in your ability to deal with the issue?

- Not confident at all
- I will be able to deal with issues better than before the training
- I am now confident in dealing with these issues
- There is no change in my abilities from before the course
Following the training, how well will you be able to resolve issues which arise due to cultural differences?

- I still don’t feel able to do this
- I can do this better, but still need to develop further
- I am able to do this very well now
- There is no change in my abilities from before the course

In general, how much more confident do you feel with developing relationships with people from other cultures?

- Still not confident
- More confident than before the course but not fully confident
- Fully confident
- There is no change in my confidence from before the course

In general, how much more confident do you feel in communicating with people from other cultures?

- Still not confident
- More confident than before the course but not fully confident
- Fully confident
- There is no change in my confidence from before the course

How important do you think it is for staff to have the knowledge and skills to work in a culturally diverse workforce?

- Not important
- Medium importance
- Very important

If you have experienced some negative emotions and response when working with people from other cultures, did the training program help you to recognise these?

- Not at all
- Sometimes
- Consistently
- I haven't experienced any negative emotions and responses when working with people from other cultures

If you have experienced some negative emotions and response when working with people from other cultures, did the training program help to give you the skills to respond in a positive way?
☐ Not at all
☐ Sometimes
☐ Consistently
☐ I haven’t experienced any negative emotions and responses when working with people from other cultures

In general, do you think that the care we provide residents / clients from other cultures has improved as a result of attending this training program?

☐ No
☐ Yes
☐ Unsure

If yes, please explain how the resident / client care has improved:

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Would you recommend this course to others?

☐ No
☐ Yes
☐ Unsure

The course objectives were made clear to me at the beginning of the course:

☐ Strongly agree
☐ Disagree
☐ Agree
☐ Strongly agree

I now know that it is important to check whether I have understood my fellow workers:

☐ Strongly agree
☐ Disagree
☐ Agree
☐ Strongly agree

I now know that it is important to check whether the other person has understood me:

☐ Strongly agree
☐ Disagree
☐ Agree
☐ Strongly agree
I now know how to build rapport with people from different cultures:

- [ ] Strongly agree
- [ ] Disagree
- [ ] Agree
- [ ] Strongly agree

I now understand that different ways of communicating are necessary depending on who I am communicating with:

- [ ] Strongly agree
- [ ] Disagree
- [ ] Agree
- [ ] Strongly agree

I am now able to work better with colleagues from different cultures:

- [ ] Strongly agree
- [ ] Disagree
- [ ] Agree
- [ ] Strongly agree

My skills have improved with building good working relationships with other staff:

- [ ] Strongly agree
- [ ] Disagree
- [ ] Agree
- [ ] Strongly agree

I now feel confident in supporting and helping staff from different cultures to become part of the team.

- [ ] Strongly agree
- [ ] Disagree
- [ ] Agree
- [ ] Strongly agree
Overall, my knowledge and skills about culture, communication and relationships at work have increased by attending the course.

☐ Strongly agree  
☐ Disagree  
☐ Agree  
☐ Strongly agree

Please comment on the best parts of this program:
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Thank you for completing this questionnaire – your feedback is greatly appreciated.