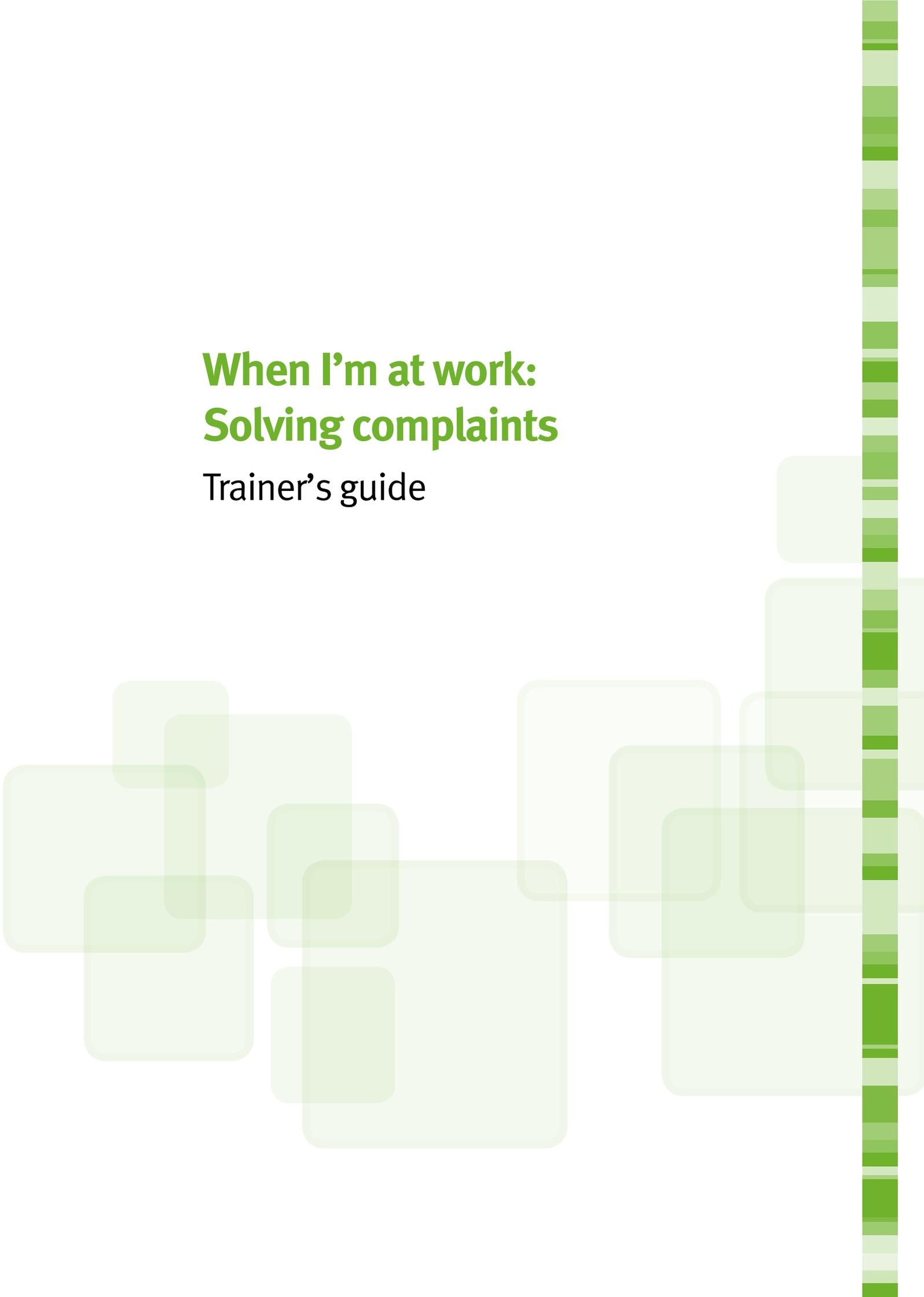


# **When I'm at work: Solving complaints**

Trainer's guide



## Contact details

Branch	Disability Program Branch
Department	Australian Government Department of Families, Housing, Community Services and Indigenous Affairs
Postal address	GPO Box 9820 BRISBANE QLD 4001
Phone	1300 653 227 Toll Free
Website	<a href="http://www.fahcsia.gov.au">www.fahcsia.gov.au</a>

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## Aim of the ‘When I’m at work’ series

The aim of the ‘When I’m at work’ series is to bring together information about being at work. The resources that comprise the series focus on the workplace and provide information, scenarios, and suggested activities to assist you and the supported employees working in your Disability Business Service.

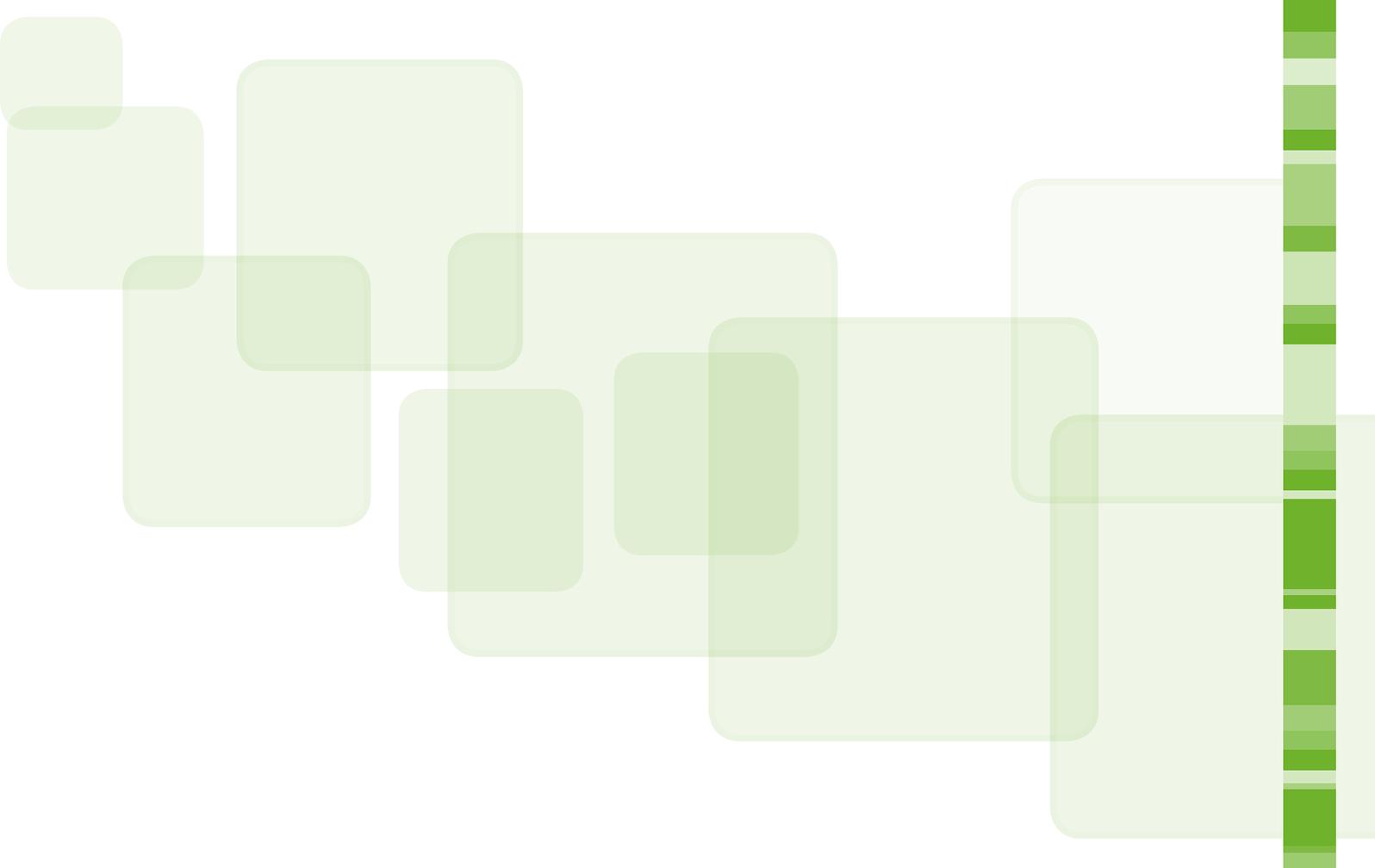
Topics in the ‘When I’m at work’ series are as follows.

- ▶ Supported employee induction
- ▶ Solving complaints
- ▶ Solving problems
- ▶ Retirement planning
- ▶ Working on a committee
- ▶ Using a computer
- ▶ Stopping abuse and neglect
- ▶ Teamwork
- ▶ Bullying
- ▶ My rights/responsibilities
- ▶ Drugs and alcohol
- ▶ Being healthy
  - › Being sunsmart
  - › Keeping your workplace clean and tidy
  - › Wash your hands and keep germs away
  - › Good posture and a healthy back
  - › Stretching for good health
- ▶ Workplace behaviours

Using the ‘When I’m at work’ series will help Disability Business Services meet the requirements of a number of Disability Services Standards. For example, it will be useful in relation to Standard 11 that requires the provision of appropriate and relevant training and skills for each staff member.



# Introduction



## Who is this resource for?

You do not need to be an experienced trainer to use this resource with supported employees. We have included lots of tips to make sure that you will be able to help supported employees understand the information that they need to know about complaints.

The *Training and Assessing* and *Work Talk* resources support this resource, and provide further assistance for you.

This resource has been developed for use with supported employees who are working in a Disability Business Service.

## Aim of the resource

The resource provides information and activities that aim to assist supported employees understand a range of issues around workplace complaints.

## What is in this resource?

The resource contains:

- ▶ this trainer's guide
- ▶ the complaints topics on CD-ROM (PowerPoint® slides)
- ▶ a learner's workbook
- ▶ a fact sheet.

**Note:** The learner's workbook is designed to be a record of the information that supported employees need in relation to complaints. There are spaces provided in the workbook for supported employees to write their own responses to the debrief questions for each topic, should they wish to do so. The integrity of the workbook will not be compromised if learners do not record their responses.

## Slide navigation

- ▶ The audio for each slide launches automatically.
- ▶ One left mouse click (or a 'page down') launches the next slide.
- ▶ To move back, 'page up' to the slide you want, then click on the speaker icon to re-launch the audio.

## What else will you need?

You will also need:

- ▶ your workplace's complaints policies and procedures
- ▶ your workplace's code of conduct
- ▶ the Disability Services Standards in Easy English (refer to FaHCSIA's 'Information kit for Disability Employment Services' or access a copy on the Internet at: [www.fahcsia.gov.au/internet/facsinternet.nsf/disabilities/services-standards\\_qa\\_publications.htm](http://www.fahcsia.gov.au/internet/facsinternet.nsf/disabilities/services-standards_qa_publications.htm))
- ▶ computer/data projector to play the CD-ROM
- ▶ copies of your workplace's induction package (if available)
- ▶ whiteboard or butcher's paper to record responses
- ▶ whiteboard markers or felt-tipped markers.

## Structure of the resource

This resource has been developed to be used as a stand-alone training program. You could also integrate it into a larger training program that your workplace may already have in place. Five topics make up the resource. Each topic comprises:

- ▶ points and activities relevant to workplace complaints
- ▶ a story about a workplace complaint.

The topics are designed to be independently delivered if you need to discuss a particular aspect about complaints with supported employees.

### Points and activities relevant to workplace complaints

The first part of each topic covers a number of points and some activities to assist supported employees understand a range of issues about workplace complaints.

#### Topic 1

- ▶ What is a complaint?
- ▶ What types of complaints are there?
- ▶ Is my complaint serious or just a grumble?
- ▶ When should I make a complaint?

#### Topic 2

- ▶ How can a complaint make things better at work?
- ▶ What are my rights?
- ▶ What does my workplace have to do if I make a complaint?

#### Topic 3

- ▶ What are the steps to take in a formal complaint?
- ▶ What will I have to do if I make a complaint?
- ▶ What can I do if my complaint is not taken seriously?

#### Topic 4

- ▶ What are some hints to make a formal proper complaint?
- ▶ What happens when decisions are made about my complaint?

#### Topic 5

- ▶ Who else can help me with my complaint?

Each points and activities section provides:

- ▶ audio visual PowerPoint® slides that give information in relation to issues around workplace complaints
- ▶ focus questions that discuss the information in context of the learning objectives, and reinforce understanding of the concepts covered
- ▶ reference to the Disability Services Standards and other workplace documentation, as appropriate.

## Stories about workplace complaints

The second part of each topic comprises a story designed to reinforce the points and activities from the first part. The stories provide audio and visual material to create engaging, realistic presentations of workplace dilemmas involving complaints, and to encourage discussion and reflection.

The stories depict different components of workplace complaints. They are short (two to three minutes) and are designed to be:

- ▶ user-friendly
- ▶ learner-centred
- ▶ inclusive
- ▶ engaging
- ▶ realistic
- ▶ relevant.

Stories may share similar issues, and may overlap. The common themes of:

- ▶ workplace complaints
- ▶ the rights and responsibilities of supported employees regarding complaints
- ▶ the roles that support staff have in those processes

are reinforced throughout the resource.

These stories have been developed for you to use as triggers to encourage discussion of these workplace issues with supported employees.

Each story provides:

- ▶ audio visual PowerPoint® slides that portray a workplace story about complaints
- ▶ questions to stimulate discussion about the topic and the themes it illustrates in relation to workplace complaints
- ▶ debrief questions to encourage supported employees to reflect on their learning and their own experiences in relation to that learning, and to encourage them to apply what they have learned to other situations
- ▶ reference to the Disability Services Standards and other workplace documentation, as appropriate.

## Your role as a trainer

Your role as a trainer is to guide supported employees in their learning. You need to provide a safe and secure learning environment where learners feel that they are respected and their input valued. You need to have clear learning outcomes, a plan for how the learning program will go, and what you want to achieve within a given timeframe.

As an effective trainer, you will:

- ▶ be prepared
- ▶ know the topic
- ▶ know your audience
- ▶ listen to the needs of the learners
- ▶ involve the learners
- ▶ encourage open discussion
- ▶ seek and give feedback
- ▶ be flexible
- ▶ respect individual differences.

A useful resource to help you plan and present this learning is *Training and Assessing*, a resource package developed to assist workplace trainers to deliver training to supported employees in Disability Business Services. It includes a manual, a toolkit with sample sheets and checklists, and an implementation guide. The *Work Talk* resources are also useful.

## Planning the training session

- ▶ Make sure you have all the relevant equipment to show the topics. Test the equipment to make sure it works, and practise using it effectively (volume, lighting, obstacles). Don't forget OH&S – make sure that cords are secured.
- ▶ You need to be prepared and set the scene.
  - › Create a relaxed and comfortable environment.
  - › Read over the points relating to the topics so that you are familiar with each one.
  - › Select possible focus, discussion and debrief questions, and if needed, change the language or way they are written so that they are understood and meaningful to the learners.
  - › Be aware that language may need to be adapted according to the learners' needs, for example, by using sign or other communication methods.
  - › Remember that your learners may have many different knowledge, ability and skill levels. You may have to group learners according to these levels and adapt the training accordingly.

- ▶ Work out how you will use the topics. They could be used one-to-one, with a small group of people in a more formal training context, or informally over lunch or afternoon tea.
- ▶ Think about how you will deliver the topics. Will you look at one topic at a time or more than one?
- ▶ Think about inviting a guest speaker to discuss the issues identified, for example, a representative from a Disability Advocacy Service, a member of your management team, or a union representative.
- ▶ Decide how you will debrief each topic. Will you do this individually and then share with the group? Or will you do this as a whole group activity?

## Delivering the training session

- ▶ You probably need about 15 to 20 minutes to cover each topic. The format may look something like this.

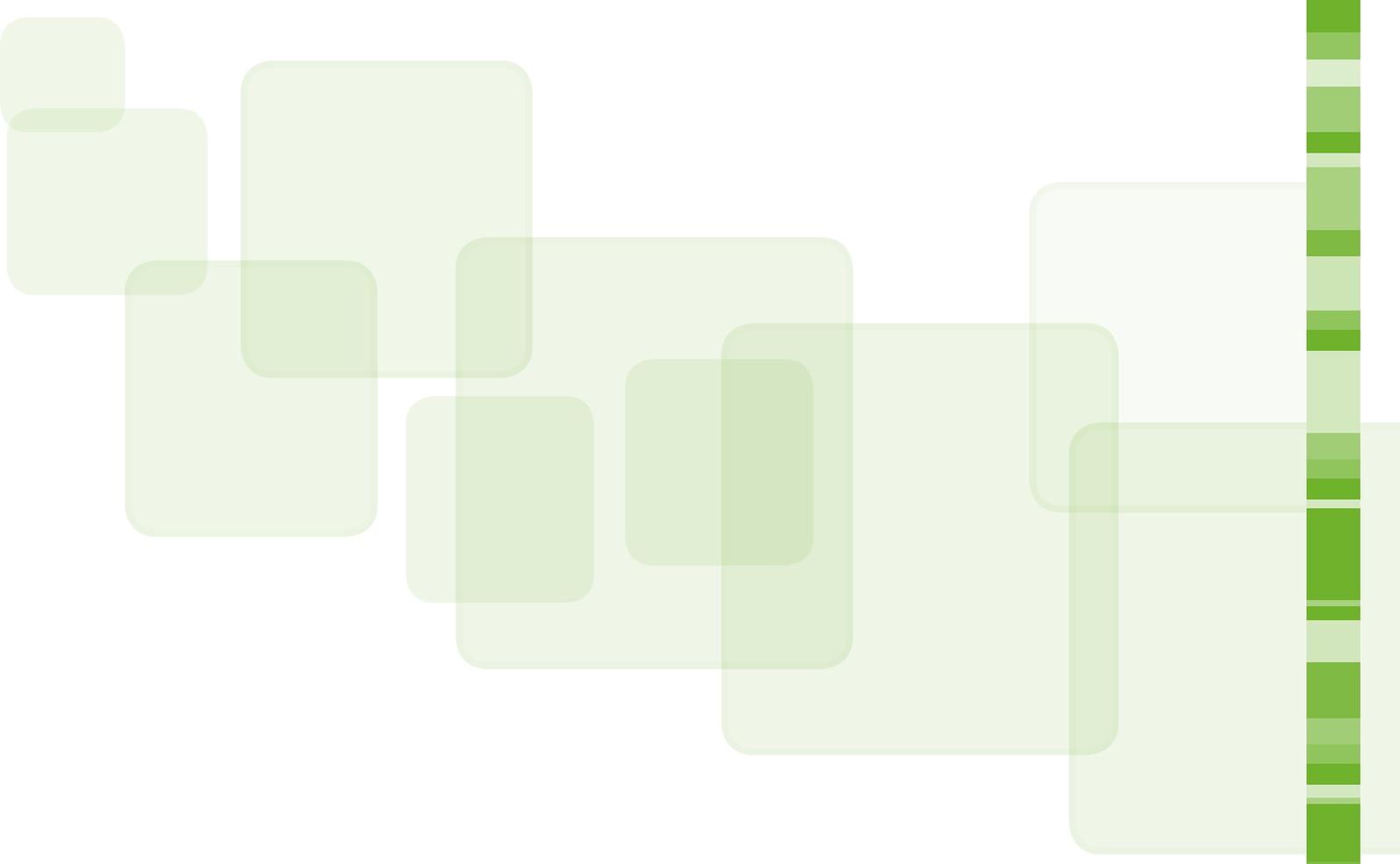
Activity	Time suggested
Welcome learners and explain what the session will be about	Two to three minutes
Present points from each topic and discuss focus questions	Four to six minutes
Present story and generate comment using the discussion questions	Five to six minutes
Debrief the activity	Four to five minutes

- ▶ Allow time for learners to write into their workbooks during the delivery of the topic.
- ▶ After you have discussed each debrief question with learners, ask learners to write their responses in their workbooks, in the spaces provided. Responses can be made in any format, for example, in writing or in pictorial form. Learners are free to express themselves in whatever ways they want to.
- ▶ Explain to learners that the workbooks are their own records of the information that they need in relation to complaints in the workplace. There is no compulsion for learners to provide their own responses if it is not appropriate to do so.
- ▶ Invite learners to share their experiences.
- ▶ Encourage open and honest discussion.
- ▶ Ensure everyone has a voice.

## Evaluating/following up

- ▶ Offer future directions in terms of training or resources that learners can follow up.
- ▶ Remember to thank everyone for their participation and invite any evaluative comments for future sessions.
- ▶ Note evaluative comments from learners and record these and any changes that you feel need to be made to your presentation of the material or the content. These can be kept and used to improve future training sessions.

# Key resources



This section provides you with information about and links to the location of additional resources that you can access. You may wish to use this material if you need to investigate further or explore issues relevant to your learners.

## Disability Services Standards

### **Australian Government Department of Families, Housing, Community Services and Indigenous Affairs**

<http://www.fahcsia.gov.au>

This website has information about the following:

- ▶ Disability Services Standards, 2007
- ▶ Standards for Disability Employment Network (DEN)
- ▶ Vocational Rehabilitation Services (VRS)
- ▶ Targeted support services

Please note that FaHCSIA will publish a **Quality Strategy Toolkit** mid 2008 that will contain all such relevant information.

## Workplace policies and procedures

The Disability Services Standards require that Disability Business Services have policies and procedures in place that relate to the issues discussed in the scenarios.

Workplace policy and procedures documents that you will need for each scenario are documented under each scenario heading.

## Discrimination and harassment

### **NSW Premier's Department**

[http://www.eeo.nsw.gov.au/pdf/harassmentfree\\_guidelines.pdf](http://www.eeo.nsw.gov.au/pdf/harassmentfree_guidelines.pdf)

This website contains definitions and guidelines relevant to harassment.

### **Human Rights and Equal Opportunity Commission**

<http://www.hreoc.gov.au/>

### **The Anti-Discrimination Board of NSW**

<http://lawlink.nsw.gov.au/abc.nsf>

## Conflict resolution

### **Conflict Resolution Network**

<http://crnhq.org/index.html>

The Conflict Resolution Network is a great resource to help you manage conflict. It includes free training, information about books and manuals and summaries of publications. The material on the twelve skills of conflict resolution and gender linked values (The Gentle Revolution) may be of particular interest.

## Abuse

<http://www.wwda.org.au/keran.htm>

Violence against women with disabilities – an overview of the literature (Howe 2000)

## Bullying

Turney, L 2003, 'Mental health and workplace bullying: The role of power, professions and 'on-the-job' training', *Australian e-journal for the Advancement of Mental Health*, vol. 2, no. 2, viewed at:

[www.auseinet.com/journal/vol2iss2/turney.pdf](http://www.auseinet.com/journal/vol2iss2/turney.pdf)

## General resources

Cole, K 2001, *Supervision: The theory and practice of first line management*, Prentice Hall, Melbourne.

Jay, R 2003, *How to handle tough situations at work: A manager's guide to over 100 testing situations*, Pearson Education, England.

### **Victorian WorkCover Authority**

<http://www.worksafe.vic.gov.au>

This website is important in setting workplace dilemmas in a workplace safety context.



# Topic 1

- ▶ *What is a complaint?*
- ▶ *What types of complaints are there?*
- ▶ *What is the difference between a grumble and a formal complaint?*
- ▶ *When should I make a complaint?*

## What you will need

You will need:

- ▶ this trainer's guide
- ▶ your workplace's complaints policies and procedures
- ▶ spare workplace induction packages or any written information about induction provided by the workplace
- ▶ the Disability Services Standards in Easy English
- ▶ computer/data projector to play the CD-ROM
- ▶ whiteboard or butcher's paper to record responses
- ▶ whiteboard markers or felt-tipped markers.

It is vital that everyone's viewpoints are valued and comments are allowed to be made in an open discussion. You will need to focus on issues relating to the learning objectives of the topic.

Your preparation should include knowing your organisation's policies and procedures in relation to complaints. You should also be familiar with the Disability Services Standards (particularly Standard 7 that concerns complaints).

## What learners will need

Learners will need:

- ▶ their learner's workbook
- ▶ the workplace's induction package or any written information about induction provided by the workplace
- ▶ something to write with.

## Learning objectives

After taking part in this topic, learners should be able to describe:

- ▶ what a complaint is
- ▶ different types of complaints
- ▶ the differences between a workplace grumble and a formal complaint
- ▶ some of the questions they could ask themselves to determine those differences
- ▶ when to make a complaint.

## Delivering the session

- ▶ Welcome the learners and explain what the session is about.
- ▶ **Show the slides** ‘When I’m at work: Solving complaints’, ‘Topic 1’, and ‘Points for Topic 1’.
- ▶ Ask learners to tell you what they think a complaint is, and to give examples.
- ▶ Record the responses on a whiteboard or butcher’s paper. Discuss the responses.
- ▶ Encourage everyone to contribute something to the discussion.
- ▶ **Show the slide** ‘What is a complaint?’.
- ▶ Discuss with learners the sorts of things people might make a complaint about at work. Record the responses and discuss.
- ▶ **Show the slide** ‘Different types of complaints’.
- ▶ Categorise responses recorded above, as per the types of complaints shown in the slide ‘Different types of complaints’. For example, which of the complaints recorded would come under ‘pay’? Which would come under ‘safety’?
- ▶ Discuss the workplace’s complaints policy – what it looks like and what’s in it. Explain why the policy is important, how it can be accessed, and who it supports.
- ▶ Discuss the workplace induction package that learners should have received when they started work. Discuss what the various parts of the package mean, including the information about complaints in the workplace.
- ▶ Show learners the Disability Services Standards booklet in Easy English. Discuss Standard 7 – Complaints and disputes.
- ▶ Discuss with learners what the words ‘workplace grumbles’ could mean. Record responses on a whiteboard or butcher’s paper. Discuss further to clarify the definition.
- ▶ Ask learners for some examples of workplace grumbles. Record responses on a whiteboard or butcher’s paper. Discuss which suggestions are actually workplace grumbles, and which are of a more serious nature. Rewrite the responses into two columns, with the headings ‘grumbles’ and ‘serious’.
- ▶ Ask learners if they would make a formal complaint about any of the workplace grumbles just discussed. Discuss.
- ▶ Discuss the differences between workplace grumbles and serious complaints. Ask learners to suggest some questions that they could ask themselves when deciding if a complaint is a workplace grumble, or something more serious.
- ▶ **Show the slide** ‘Is your complaint serious or just a grumble?’.
- ▶ **Show the slide** ‘When should you make a complaint?’, and refer to the previous discussion.
- ▶ **Show the slide** ‘Focus questions’.



## Focus questions

Summarise the previous discussion by asking learners the following focus questions and discussing their responses.

- › What do you think a complaint is?
- › What are some of the things that might worry you at work?
- › Is there a difference between serious problems that you need to tell someone about and the ‘grumbles’ we all make at work?
- › What are some questions to ask yourself that might help make this more clear?
- › Is it a good idea to try to sort a problem out on your own first, before you make a complaint about it?
- › What can you do if you have a problem at work?
- › Does your workplace have to help you if you want to make a complaint about something or someone at work?
- › What tells you that your workplace has to help you?

## Igor's story

- ▶ **Show the slide 'Igor's story'**. Ask learners to watch and listen to Igor's story. Replay the story if you need to.
- ▶ **Show the slide 'Discussion questions'**.

### Discussion questions

Discuss the following questions about Igor's story with learners.

- › What is the main problem leading to Igor's complaint?
  - › Is it just a workplace grumble?
  - › Does Igor have a right to complain about Clive's behaviour?
  - › Does Theresa have to help Igor?
- ▶ **Show the slide 'Workbook activities'**.

### Debrief questions and workbook activities

Debrief Igor's story by discussing these questions with learners. They highlight the issues that this particular story has raised in relation to complaints. They also reinforce the focus questions of this topic.

After you have discussed each debrief question with learners, ask learners to write their responses in their workbooks, in the spaces provided. Responses can be made in any format, for example in writing or in pictorial form. Learners are free to express themselves in whatever ways they want to.

Explain to learners that the workbooks are their own records of the information that they need in relation to complaints in the workplace. There is no compulsion for learners to provide their own responses if it is not appropriate to do so.

Here are the debrief questions for discussion.

- › What does Disability Services Standard 7 tell you about?
- › Does your workplace have to listen to you?
- › Does your workplace have to try to fix your problem?
- › Would you make a formal complaint about a work problem if:
  - it has been annoying you for a long time
  - you think it is going to keep happening
  - the problem is making you work badly
  - the problem is making someone else work badly
  - the problem is making you or anyone else unsafe
  - the problem is making you or your workplace look bad?
- › What did you learn from Igor's story?
- › What would you do if this happened to you?



## Topic 2

- ▶ *How can a complaint make things better at work?*
- ▶ *What are my rights?*
- ▶ *What does my workplace have to do if I make complaint?*

## What you will need

You will need:

- ▶ this trainer's guide
- ▶ the workplace's complaints policies and procedures (and copies for learners)
- ▶ the workplace's code of conduct (and copies for learners)
- ▶ Disability Services Standards booklets in Easy English
- ▶ Disability Services Standards posters for Standards 4 and 7 (from FaHCISA's 'Information kit for Disability Employment Services') – if the posters are unavailable, use the Disability Services Standards booklets in Easy English and refer to the relevant pages when discussing them with learners
- ▶ computer/data projector to play the CD-ROM
- ▶ whiteboard or butcher's paper to record responses
- ▶ whiteboard markers or felt-tipped markers.

It is vital that everyone's viewpoints are valued and comments are allowed to be made in an open discussion. You will need to focus on issues relating to the learning objectives of the topic.

Your preparation should include knowing your organisation's policies and procedures in relation to complaints. You should also be familiar with the Disability Services Standards (particularly Standard 7 that concerns complaints, and Standard 4 that concerns respecting privacy), and have access to your organisation's code of conduct.

### Delivery suggestion

You could consider asking a representative from the organisation's human resources department to discuss the complaints policies and procedures and the code of conduct with learners.

## What learners will need

Learners will need:

- ▶ their learner's workbook
- ▶ something to write with.

## Learning objectives

After taking part in this topic, learners should be able to describe:

- ▶ how making a complaint can make things better in the workplace
- ▶ Disability Services Standards 4 and 7
- ▶ what their rights are if they make a complaint
- ▶ what the workplace's responsibilities are in the complaints process
- ▶ how they should not be afraid to speak up and make a complaint.

## Delivering the session

- ▶ Welcome the learners and explain what the session is about.
- ▶ **Show the slides** 'When I'm at work: Solving complaints', 'Topic 2', and 'Points for Topic 2'.

**Note:** A representative from the organisation's human resources department could be invited to discuss the next two bullet points with learners.

- ▶ Discuss and explain the workplace's complaints policy and procedures and the workplace's code of conduct.
- ▶ Show learners what these documents look like, and where they can find the information so that they can have a look at it themselves (provide them with a copy each).
- ▶ Ask learners if they think making a complaint can help make things better at work. Ask for some examples. Record suggestions on a whiteboard or butcher's paper, and discuss the responses made.
- ▶ **Show the slide** 'Complaints can make things better'.
- ▶ Tell the following story as an example of how making a complaint can help make things better at work.

### An example

The gloves you wear to protect your hands at work give you a rash. How will your supervisor find out if you do not say something?

Your supervisor will help you with the problem. You could try other gloves that do not give you a rash.

If other workers are getting rashes from those gloves too, your supervisor might tell the company that makes the gloves. The company could make the gloves better so that they do not give workers rashes anymore.

- ▶ Ask learners to suggest some things that could go wrong in the workplace. Record responses on a whiteboard or butcher's paper, and discuss them.
- ▶ What would happen if those problems were not fixed? Suggest that making a complaint is one way things could be made better. Ask learners if they can think of an example that describes when this has happened.
- ▶ Ask learners if they remember the Disability Services Standards booklet – hand them out and give learners a few minutes to look through them.
- ▶ Discuss with learners what the Standards are for.
- ▶ Hold up the poster for Standard 7 (if this is unavailable, use a copy of the Easy English booklet). Ask learners to find Standard 7 in their booklets.
- ▶ Discuss that Standard 7 relates to complaints. Discuss what the service has to do for employees if a complaint is made.

- ▶ Hold up the poster for Standard 4 (if this is unavailable, use a copy of the Easy English booklet). Ask learners to find Standard 4 in their booklets.
- ▶ Discuss that Standard 4 relates to privacy, particularly how that relates to complaints.
- ▶ **Show the slide** 'Disability Services Standards' that reinforces the previous discussion.
- ▶ Ask learners to tell you what some of their rights are in the workplace. Record their responses on a whiteboard or butcher's paper, and discuss them. Refer to your workplace's policies and procedures again if you need to.
- ▶ Extend the discussion to include employees' rights in relation to complaints in the workplace.
- ▶ **Show the slide** 'Your right to complain'.
- ▶ **Show the slide** 'Do not be afraid to complain'. Discuss each bullet point on the slide to ensure that learners are reassured that they should not be afraid if they make a complaint.
- ▶ **Show the slide** 'Focus questions'.

## Focus questions

Summarise the previous discussion by asking learners the following questions.

- › What does the workplace's code of conduct tell you about?
- › Do you have a right to make a complaint at work?
- › Is it important to fix something at work if it is wrong? Why?
- › If you cannot sort a work problem out on your own, who do you need to talk to about it?
- › What does Disability Services Standard 7 tell you about?
- › What does Disability Services Standard 4 tell you about?
- › What are some of the things you need to know about making a complaint?
- › Does your workplace have to tell you about those things?
- › Will anything bad happen to you if you make a complaint?

## Dianne's story

- ▶ **Show the slide** 'Dianne's story'. Ask learners to watch and listen to Dianne's story. Replay the story if you need to.
- ▶ **Show the slide** 'Discussion questions'.

### Discussion questions

Discuss the following questions about Dianne's story with learners.

- › What is the main problem leading to Dianne's complaint?
- › Does Dianne have a right to complain about her cold food?
- › Is Dianne right to talk to her supervisor about her problem?
- › Is Dianne happy with Lenny's proposed solution?
- › Does the workplace have to help Dianne with her problem?

- ▶ **Show the slide** 'Workbook activities'.

### Debrief questions and workbook activities

Debrief Dianne's story by discussing these questions with learners. They highlight the issues that this particular story has raised in relation to complaints. They also reinforce the focus questions of this topic.

After you have discussed each debrief question with learners, ask learners to write their responses in their workbooks, in the spaces provided. Responses can be made in any format, for example in writing or in pictorial form. Learners are free to express themselves in whatever ways they want to.

Explain to learners that the workbooks are their own records of the information that they need in relation to complaints in the workplace. There is no compulsion for learners to provide their own responses if it is not appropriate to do so.

Here are the debrief questions for discussion.

- › How can a complaint make things better at work?
- › What are some of your rights if you want to make a complaint?
- › What are some of the things that your workplace has to tell you about if you want to make a complaint?
- › What did you learn from Dianne's story?
- › What would you do if this happened to you?



## Topic 3

- ▶ *What are the steps to take in a formal complaint?*
- ▶ *What will I have to do if I make a complaint?*
- ▶ *What can I do if my complaint is not taken seriously?*

## What you will need

You will need:

- ▶ this trainer's guide
- ▶ the workplace's complaints policies and procedures
- ▶ Disability Services Standards in Easy English
- ▶ computer/data projector to play the CD-ROM
- ▶ whiteboard or butcher's paper to record responses
- ▶ whiteboard markers or felt-tipped markers.

It is vital that everyone's viewpoints are valued and comments are allowed to be made in an open discussion. You will need to focus on issues relating to the learning objectives of the topic.

Your preparation should include knowing your organisation's policies and procedures in relation to complaints. You should also be familiar with the Disability Services Standards (particularly Standard 7 that concerns complaints).

## What learners will need

Learners will need:

- ▶ their learner's workbook
- ▶ something to write with.

## Learning objectives

After taking part in this topic, learners should be able to describe:

- ▶ the steps involved in making a formal complaint and their role in that process
- ▶ their rights if their complaints are not taken seriously.

## Delivering the session

- ▶ Welcome the learners and explain what the session is about.
- ▶ **Show the slides** ‘When I’m at work: Solving complaints’, Topic 3’, and ‘Points for Topic 3’.
- ▶ Ask learners to give you some examples of what they consider a serious work complaint to be. Record their answers on a whiteboard or butcher’s paper, and discuss.
- ▶ Explain to learners that they can make a formal complaint if they have a work problem that is serious.
- ▶ Explain that the workplace has to take certain steps to resolve formal complaints involving serious problems.
- ▶ **Show the slide** ‘What happens when you make a formal complaint?’.
- ▶ Discuss with learners what they think ‘respect’ means in terms of respecting what other people say. Record their responses.
- ▶ How do you know if someone is not taking you seriously, for example not making eye contact, being distracted while you are talking, not listening carefully, not asking questions about what you are saying, telling you to stop being silly, telling other people about what you say, etc? Discuss this with learners, and record their answers.
- ▶ Explain to learners that they have a right to have their concerns taken seriously, and the workplace has to make sure their complaints are taken seriously. If the workplace does not do this, there are other people who will listen and help.
- ▶ **Show the slide** ‘What happens if people do not take your complaint seriously?’.
- ▶ **Show the slide** ‘Focus questions’.

### Focus questions

Summarise the previous discussion by asking learners the following questions.

- › Is a formal complaint different from other complaints? How is it different?
- › Will you have to tell the whole story if you make a formal complaint?
- › Will other people have to tell their whole stories about the problem too?
- › Will someone write down everything that you and other people say about the problem?
- › Will you have to sign what was written down?
- › If you make a formal complaint about someone, does that person have the right to know what you said about them?
- › Can other people help you if you make a complaint and your workplace does not take your complaint seriously?

## Lisa's story

- ▶ **Show the slide** 'Lisa's story'. Ask learners to watch and listen to Lisa's story. Replay the story if you need to.
- ▶ **Show the slide** 'Discussion questions'.

### Discussion questions

Discuss the following questions with learners.

- › What is the main problem leading to Lisa's complaint?
- › Does Lisa have a right to talk to Sue about Dawn's problem?
- › Does the workplace have to help Lisa with her problem?
- › Does the workplace have to help Dawn?

- ▶ **Show the slide** 'Workbook activities'.

### Debrief questions and workbook activities

Debrief Lisa's story by discussing these questions with learners. They highlight the issues that this particular story has raised in relation to complaints. They also reinforce the focus questions of this topic.

After you have discussed each debrief question with learners, ask learners to write their responses in their workbooks, in the spaces provided. Responses can be made in any format, for example in writing or in pictorial form. Learners are free to express themselves in whatever ways they want to.

Explain to learners that the workbooks are their own records of the information that they need in relation to complaints in the workplace. There is no compulsion for learners to provide their own responses if it is not appropriate to do so.

Here are the debrief questions for discussion.

- › What are some of the things that you will need to do if you make a formal complaint about someone or something at work?
- › Did Lisa do the right thing to tell Sue about Dawn's problem?
- › Is there anything that you can do if nobody at work will take your complaint seriously? What?
- › What did you learn from Lisa's story?
- › What would you do if this happened to you?





## Topic 4

- ▶ *What are some hints to make a proper formal complaint?*
- ▶ *What happens when decisions are made about my complaint?*

## What you will need

You will need:

- ▶ this trainer's guide
- ▶ the workplace's complaints policies and procedures
- ▶ Disability Services Standards in Easy English
- ▶ computer/data projector to play the CD-ROM
- ▶ whiteboard or butcher's paper to record responses
- ▶ whiteboard markers or felt-tipped markers.

It is vital that everyone's viewpoints are valued and comments are allowed to be made in an open discussion. You will need to focus on issues relating to the learning objectives of the topic.

Your preparation should include knowing your organisation's policies and procedures in relation to complaints. You should also be familiar with the Disability Services Standards (particularly Standard 7 that concerns complaints).

## What learners will need

Learners will need:

- ▶ their learner's workbook
- ▶ something to write with.

## Learning objectives

After taking part in this topic, learners should be able to describe:

- ▶ some tips for making a comprehensive complaint
- ▶ what happens when decisions about complaint outcomes are made.

## Delivering the session

- ▶ Welcome the learners and explain what the session is about.
- ▶ **Show the slides** ‘When I’m at work: Solving complaints’, ‘Topic 4’, and ‘Points for Topic 4’.
- ▶ Ask learners some of the things that they could do to try to resolve problems at work, before they make a formal complaint.
- ▶ Discuss the information that learners would need about their complaint, before they make it.
- ▶ Record responses on a whiteboard or butcher’s paper.
- ▶ **Show the slide** ‘Tips for making a complaint’.
- ▶ Explain to learners that when decisions are made about a complaint, those who do the deciding are fair to all parties, and will listen to all sides of the story.
- ▶ Explain that if learners make a complaint, the decision will not always be in their favour, and that if they are not happy with the decision made, there are further steps they can take.
- ▶ **Show the slide** ‘Making decisions about complaints’.
- ▶ **Show the slide** ‘Focus questions’.

### Focus questions

Summarise the previous discussion by asking learners the following questions.

- › Who should you talk to if you are not sure what to do about making a complaint?
- › When you tell someone about a problem you are having, what are some of the things you will need to talk about?
- › Will the people who help sort your complaint out listen to all sides of the story before they decide what to do?
- › What can you do if you are not happy with the decision about your complaint?

## Melissa's story

- ▶ **Show the slide** 'Melissa's story'. Ask learners to watch and listen to Melissa's story. Replay the story if you need to.
- ▶ **Show the slide** 'Discussion questions'.

### Discussion questions

Discuss the following questions about Melissa's story with learners.

- › What is the main problem leading to Melissa's complaint?
- › Who should Melissa first go to for help with her problem?
- › What are some things Melissa needs to think about before she talks to someone about her complaint?
- › Will the people who listen to Melissa's complaint also listen to Charlie's side of the story?

- ▶ **Show the slide** 'Workbook activities'.

### Debrief questions and workbook activities

Debrief Melissa's story by discussing these questions with learners. They highlight the issues that this particular story has raised in relation to complaints. They also reinforce the focus questions of this topic.

After you have discussed each debrief question with learners, ask learners to write their responses in their workbooks, in the spaces provided. Responses can be made in any format, for example in writing or in pictorial form. Learners are free to express themselves in whatever ways they want to.

Explain to learners that the workbooks are their own records of the information that they need in relation to complaints in the workplace. There is no compulsion for learners to provide their own responses if it is not appropriate to do so.

Here are the debrief questions for discussion.

- › What are some things that you need to think about before you talk to someone about making a complaint?
- › Should you be afraid to tell someone if someone or something is making you uncomfortable or unhappy at work?
- › Should your workplace listen to everyone's side of the story when a complaint is made?
- › What can you do if you are not happy with what the workplace decides about your complaint?
- › What did you learn from Melissa's story?
- › What would you do if this happened to you?





# Topic 5

- ▶ *Who else can help me with my complaint?*

## What you will need

You will need:

- ▶ this trainer's guide
- ▶ the workplace's complaints policies and procedures
- ▶ Disability Services Standards in Easy English
- ▶ computer/data projector to play the CD-ROM
- ▶ whiteboard or butcher's paper to record responses
- ▶ whiteboard markers or felt-tipped markers.

It is vital that everyone's viewpoints are valued and comments are allowed to be made in an open discussion. You will need to focus on issues relating to the learning objectives of the topic.

Your preparation should include knowing your organisation's policies and procedures in relation to complaints. You should also be familiar with the Disability Services Standards (particularly Standard 7 that concerns complaints).

## What learners will need

Learners will need:

- ▶ their learner's workbook
- ▶ something to write with.

## Learning objectives

After taking part in this topic, learners should be able to describe:

- ▶ how other people or services can help with complaints.

## Delivering the session

- ▶ Welcome the learners and explain what the session is about.
- ▶ **Show the slides** ‘When I’m at work: Solving complaints’, ‘Topic 5’, and ‘Points for Topic 5’.
- ▶ Ask learners the following questions, to reinforce prior learning.
  - › Does your workplace have to give you information about how you make a complaint?
  - › Should your workplace provide training for you about how to make a complaint properly?
  - › Who should you talk to first if you are not sure what to do?
- ▶ Discuss with learners instances when complaints will not be able to be resolved by the workplace’s complaints process, for example, if the complaint you are making is about the workplace itself or if the complaint is related to someone or something outside your workplace.
- ▶ Explain to learners that, even then, there are people who can help.
- ▶ **Show the two slides** ‘Getting help from other people or services’.
- ▶ Talk about ‘advocacy’ – what it means and when it is appropriate or necessary for learners to engage an advocate in the complaint process.
- ▶ **Show the slide** ‘Focus questions’.

### Focus questions

- › Should your workplace give you information about how you make a complaint?
- › Should your workplace provide training for you about how to make a complaint?
- › What can an advocate do to help you?
- › What does the Complaints Resolution and Referral Service (CRRS) do?
- › Can the CRRS tell anyone else about the information that you give to them?
- › What can the Australian National Disability Abuse and Neglect Hotline help you with?
- › What do the people at the Human Rights and Equal Opportunity Commission look after for you?

## Jackie's story

- ▶ **Show the slide** 'Jackie's story'. Ask learners to watch and listen to Jackie's story. Replay the story if you need to.

### Discussion questions

Discuss the following questions about Jackie's story with learners.

- › What is the main problem leading to Jackie's complaint?
- › Who should Jackie first go to for help with her problem?
- › What are some questions Jackie needs to ask herself before she makes a complaint?
- › If the workplace cannot help Jackie, who else can she talk to about her complaint?

- ▶ **Show the slide** 'Workbook activities'.

### Debrief questions and workbook activities

Debrief Jackie's story by discussing these questions with learners. They highlight the issues that this particular story has raised in relation to complaints. They also reinforce the focus questions of this scenario.

After you have discussed each debrief question with learners, ask learners to write their responses in their workbooks, in the spaces provided. Responses can be made in any format, for example in writing or in pictorial form. Learners are free to express themselves in whatever ways they want to.

Explain to learners that the workbooks are their own records of the information that they need in relation to complaints in the workplace. There is no compulsion for learners to provide their own responses if it is not appropriate to do so.

Here are the debrief questions for discussion.

- › Where can you get help if you think you are not getting a fair go at your workplace?
- › Where can you get help if you want to make a complaint about anything to someone outside your work?
- › Should you always talk things over first with your supervisor or a friend or co-worker who you trust?
- › How can an advocate help to fix your problem?
- › What did you learn from Jackie's story?
- › What would you do if this happened to you?





# Appendix

- ▶ *Audioscripts*

## Topic 1

Hello. If you watch and listen to these topics, you will learn all about complaints in the workplace – what a complaint is, who you can talk to about your complaints, what will happen if you make a complaint.

**Slide 1**

Each topic gives you important information to do with workplace complaints, and then tells a story about it.

You can follow along in your workbook. There are some activities for you to do in your workbook if you want to. Your trainer will discuss them with you before you start.

---

Welcome to Topic 1. Let's have a look at some information about workplace complaints.

**Slide 2**

In this topic, we will look at these points.

**Slide 3**

- ▶ What is a complaint?
- ▶ What types of complaints are there?
- ▶ What is the difference between a grumble and a workplace complaint?
- ▶ When should I make a complaint?

---

### **What is a complaint?**

**Slide 4**

A complaint is when you have a problem or worry about your work that you need to tell someone about.

Something or someone could be making you feel unsafe, uncomfortable, or unhappy at work. This might make it hard for you to do your job.

When this happens, you need to do something about it. You need to get help to sort it out.

---

### **Different types of complaints**

**Slide 5**

Things that might lead to a complaint at work are:

- ▶ the way your supervisor or workmates treat you
- ▶ your pay
- ▶ your hours of work
- ▶ where you work
- ▶ the safety of your job
- ▶ being treated unfairly.

## Slide 6

### **Is your complaint serious or just a grumble?**

We all grumble about things at work now and then, but we may not need to make formal complaints about them all. Talking to a friend or co-worker who you trust can help you decide this.

There is a difference between problems that you need to make a formal complaint about and the 'grumbles' we sometimes have about work.

### **Here's an example of a workplace grumble**

Your workplace gives all its supported employees freshly-baked scones for morning tea every Friday. You might grumble about not getting a morning tea like that every day, but this is not a problem that you should make a formal complaint about.

### **Here's an example of a serious complaint**

You bring money to work every day so that you can buy your lunch. Twice last week, someone took the money from your locker. This is a serious problem and you would make a formal complaint about that.

### **How can you tell the difference between a grumble and a complaint??**

Asking yourself these questions might help.

- ▶ Is it the first time this has annoyed me?
- ▶ Has this been annoying me for a long time? Is it going to keep happening?
- ▶ Is it making me work badly?
- ▶ Is it making someone else work badly?
- ▶ Is it making me or anyone else unsafe?
- ▶ Is it making me or my service look bad?

---

## Slide 7

### **When should you make a complaint?**

You should make a complaint when you have a problem or worry at work that you cannot work out on your own.

When you first start work, part of your induction explains how to make a complaint if you have a problem at work.

The Australian Government has rules called Disability Services Standards that tell your workplace how to do things. Standard 7 is one of these rules. It says that your workplace must help you to get something done about your complaint, if it is related to work. Ask your supervisor for a copy of the Disability Services Standards, or look for them on the Internet.

We will talk more about Disability Services Standard 7 in other topics.

---

## Slide 8

Your trainer will discuss with you the information you have just heard and read about.

Let's now listen to a story about the information you have just heard. Listen and watch carefully.

**Slide 9**

**Here's Igor's story.**

---



This is Igor, a supported employee.

**Slide 10**

---



This is his manager, Theresa.

**Slide 11**

---



And this is Clive, another supported employee who works with Igor.

**Slide 12**

---



Igor goes to Theresa to make a complaint about Clive.

**Slide 13**

---



Clive always asks Igor the same questions, 'How are you going, Igor?' and 'Have you seen Brian O'Keefe?'. These questions are OK, but Clive asks them up to 20 times a day, whenever Igor goes anywhere near him. Clive does this with most people.

**Slide 14**

## Slide 15



Clive's behaviour is really starting to annoy Igor. He tries hard to be nice to Clive, but it is not easy sometimes.

## Slide 16



For a long time, people have asked Clive to stop asking these questions, but nothing seems to work for long.

Lots of people have complained about Clive's behaviour in the past. The workplace counsellor has talked to Clive about his behaviour, and even that has not helped the problem.

## Slide 17



Igor tells Theresa that he is feeling very stressed because of Clive's behaviour. Igor asks Theresa to help him with getting something done about his complaint.

## Slide 18

Your trainer will discuss some questions about Igor's story with you.

## Slide 19

Now find the activities about Igor's story in your workbook.

Your trainer will help you with the activities.

## Topic 2

Welcome to Topic 2. Let's have a look at some information about workplace complaints.

Slide 20

---

In this topic, we will look at these points.

Slide 21

- ▶ How can a complaint make things better at work?
  - ▶ What are my rights?
  - ▶ What does my workplace have to do if I make a complaint?
- 

### Complaints can make things better

Slide 22

You have the right to make complaints. Your workplace must try to sort them out quickly for you.

It is important to fix something if it is wrong. That is one way things improve and become better. That is why you need to let someone know about the problems you have.

---

### Disability Services Standards

Slide 23

The Australian Government has rules for Disability Business Services like your workplace. These rules are called the Disability Services Standards.

#### Standard 7

Standard 7 is about what your workplace must do if you make a complaint. Your workplace has to give you information about how you can make a complaint, and what happens if you do. Your supervisor will talk with you about this information.

Disability Services Standard 7 says that if you make a complaint, your workplace should:

- ▶ listen to you
- ▶ be happy to help you
- ▶ help you to explain what the problem is
- ▶ try to fix your problem
- ▶ tell you about other people or places you can talk to about your complaint if you need to.

Disability Services Standard 7 also says that your workplace must keep your complaint private. This means that if you make a complaint, your workplace cannot tell anyone else that you are the person who has made it.

#### Standard 4

Standard 4 also says that your workplace must respect your privacy and confidentiality, and that includes when you make a complaint.

## Slide 24

### Your right to complain

You have a right to complain and also to know how your workplace must deal with your complaint.

It is your right to know:

- ▶ what your workplace will do to make sure that you can make a complaint if you want to
- ▶ how your workplace will look after your complaint
- ▶ who to go to if you want to make a complaint
- ▶ what information you will need to give
- ▶ how you will be treated
- ▶ how long it will take before something is done
- ▶ what might be written down about your complaint
- ▶ what you can do if you are not happy with the way your complaint is looked after.

---

## Slide 25

### Do not be afraid to complain

Remember that:

- ▶ you should not be scared to complain about something
- ▶ your complaint should be treated seriously
- ▶ you should not be treated badly if you make a complaint and tell your side of the story.

---

## Slide 26

Your trainer will discuss with you the information you have just heard and read about.

---

## Slide 27

Let's now listen to a story about the information you have just heard. Listen and watch carefully.

**Here's Dianne's story.**



This is Dianne, a supported employee.

**Slide 28**

---



And this is Lenny, the manager of the cafeteria at Dianne's workplace.

**Slide 29**

---



At Dianne's workplace, employees order their lunches from the workplace cafeteria. A staff member collects the orders each day and hands them out to the employees at lunchtime.

**Slide 30**

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Dianne orders the same meal each day – sausages, gravy and chips – but by the time she receives it, at least half an hour has passed, and the food has become cold and is not very appetising.

**Slide 31**

---



Dianne wants to complain to Lenny about her cold food but she's a bit afraid to because she doesn't want to make a fuss. What if Lenny is angry with her for complaining? What if she loses her job because of it?

**Slide 32**

---



After talking to her supervisor about it, Dianne decides to speak with Lenny. He listens carefully to Dianne's complaint, and explains that the problem is the time delay between the food being cooked and Dianne receiving it. He is glad that Dianne spoke with him about this, as he didn't know the food was cold.

**Slide 33**

**Slide 34**



Lenny says that, from now on, he will keep the lunches warm until they are collected, so that they will still be hot when Dianne and her co-workers receive them.

---

**Slide 35**



Dianne is happy to hear this. The next day, her lunchbox is nice and warm when she receives it, so she knows that the food inside will be nice and warm too.

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**Slide 36**

Your trainer will discuss some questions about Dianne's story with you.

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**Slide 37**

Now find the activities about Dianne's story in your workbook.  
Your trainer will help you with the activities.

## Topic 3

Welcome to Topic 3. Let's have a look at some information about workplace complaints.

Slide 38

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In this topic, we will look at these points.

Slide 39

- ▶ What are the steps to take in a formal complaint?
  - ▶ What will I have to do if I make a complaint?
  - ▶ What can I do if my complaint is not taken seriously?
- 

### **What happens when you make a formal complaint?**

Slide 40

You make a formal complaint about a problem at work if the problem is serious.

Making a formal complaint means that your workplace will do special things to help you sort the problem out.

- ▶ You will have to tell the whole story about the problem.
- ▶ Other people will have to tell their whole stories about the problem too.
- ▶ Someone will write down everything that you and other people say about the problem.
- ▶ You and any other people who tell their stories will have to sign what was written down.

Making a formal complaint is very serious. You have to tell the whole truth when you make a formal complaint.

Remember that if you have complained about someone else, that person has the right to know what has been said about them but they do not have to know who has said it.

---

### **What happens if people do not take your complaint seriously?**

Slide 41

If you make a complaint at work, the people you talk to about it must respect what you say. They must not tell anyone else what you say.

If you feel that people do not take your complaint seriously, then you have a right to tell someone else about it.

For example, if you are not happy with the way your supervisor looks after your complaint, then you should tell your manager about your complaint. If your manager does not take your complaint seriously, then you have the right to talk to other people about it.

Your workplace must tell you who to talk to if you think that people do not take your complaint seriously. We will talk more about that later.

**Slide 42**

Your trainer will discuss with you the information you have just heard and read about.

---

**Slide 43**

Let's now listen to a story about the information you have just heard. Listen and watch carefully.

**Here's Lisa's story.**

---

**Slide 44**



This is Lisa, a supported employee.

---

**Slide 45**



And this is Sue, Lisa's supervisor.

---

**Slide 46**



Here's Dawn, another supported employee and also Lisa's friend.

---

**Slide 47**



And Peter, another supported employee.

---

**Slide 48**



Lisa approaches Sue to talk to her ...



... about what she sometimes sees happening on the bus, on the way home from work.

**Slide 49**

---



Lisa's friend Dawn likes to sit by herself in the middle row on the bus, but is often joined by Peter, another supported employee.

**Slide 50**

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Lisa has seen Peter touch Dawn. Lisa is fairly sure that Dawn does not want this happening, but she seems frightened to tell anyone about it.

**Slide 51**

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Sue is not sure that she believes what Lisa is saying. Peter is one of her best workers and has never done anything wrong. Sue decides she'll ask everyone involved to tell her their stories about what's been happening on the bus.

**Slide 52**

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Your trainer will discuss some questions about Lisa's story with you.

**Slide 53**

---

Now find the activities about Lisa's story in your workbook.

**Slide 54**

Your trainer will help you with the activities.

## Topic 4

### Slide 55

Welcome to Topic 4. Let's have a look at some information about workplace complaints.

---

### Slide 56

In this topic, we will look at these points.

- ▶ What are some hints to make a proper formal complaint?
  - ▶ What happens when decisions are made about my complaint?
- 

### Slide 57

#### **Tips for making a complaint**

If you need to complain about something or someone at work, you can start by doing these things.

- ▶ Talk to a friend or your supervisor if you are not sure what to do.
- ▶ Try to sort the problem out yourself if you want to, and you think you can.

When you tell someone about the problem, talk about:

- ▶ exactly what is happening
- ▶ who or what is involved in the problem
- ▶ how long this has been going on
- ▶ what it means to you
- ▶ what you think should change.

If you make a complaint, the decision will not always be in your favour. If you are not happy with the decision made, there are further steps you can take.

---

### Slide 58

#### **Making decisions about complaints**

The people who help sort out your complaint will listen to all sides of the story before they decide what to do.

If you are not happy with what they decide, you can ask other people to help you. We will talk more about those people later.

---

### Slide 59

Your trainer will discuss with you the information you have just heard and read about.

---

### Slide 60

Let's now listen to a story about the information you have just heard. Listen and watch carefully.

**Here's Melissa's story.**



This is Melissa, a supported employee.

**Slide 61**

---



This is Charlie, a supported employee who works with Melissa.

**Slide 62**

---



And this is Sue, Melissa and Charlie's supervisor.

**Slide 63**

---



Melissa brings \$10 to work each day to buy morning tea and lunch.

**Slide 64**

---



Charlie asks her most days to lend him \$4 or \$5. This has been going on for months already.

**Slide 65**

---



Melissa does not like lending him the money because she does not have enough for herself then, and also because Charlie does not pay the money back to her.

**Slide 66**

---

### Slide 67



She is scared though, because Charlie has threatened that he will tell all the other workers something about her. Melissa is not sure what he is going to tell, but she is very worried about it.

---

### Slide 68



Melissa feels too afraid to tell anyone about her problem but she doesn't want to keep giving her money to Charlie. She decides that when Charlie is not around, she will talk to Sue, her supervisor.

Melissa trusts Sue and thinks she might be able to help.

---

### Slide 69

Your trainer will discuss some questions about Melissa's story with you.

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### Slide 70

Now find the activities about Melissa's story in your workbook.

Your trainer will help you with the activities.

## Topic 5

Welcome to Topic 5. Let's have a look at some information about workplace complaints.

Slide 71

---

In this topic, we will look at this point.

Slide 72

- Who else can help me with my complaint?

---

### Getting help from other people or services

Slide 73

Your workplace will give you information about how you can make a complaint. You can attend training about how to make a complaint properly.

If you are not sure about what you need to do, ask your supervisor or someone else who you trust and are comfortable with.

---

If you think you are not getting a fair go at work, your complaint has not been handled properly, or there are serious problems at work that you cannot talk to others about, you can get help with this.

Slide 74

People from disability advocacy organisations can help you if you need someone else to talk about your complaint for you, and sort it out quickly. People called 'advocates' can help you and speak for you if you have a workplace complaint that needs to be sorted out.

Your workplace will be able to give you the contact details if you need someone to advocate for you. Speak to your supervisor about this.

The Complaints Resolution and Referral Service (CRRS) is one place you can contact. The people there can help you sort out work problems.

If you do not think that you can do it yourself, you can ask a family member, a friend, or someone else who you trust to contact them for you. Remember, anything that you say to the people at CRRS is confidential. They will not tell anyone else about what you say without your permission.

People at the Australian National Disability Abuse and Neglect Hotline can help you if you are experiencing abuse and neglect. You can call the Hotline to talk about your problems or to find out more about what the Hotline can do to help you.

If you need support to make a complaint, people at the Hotline can find an advocate to help you. The Hotline can also make referrals to other services that can help you with your problems.

The Hotline is open from 8.00am to 8.00pm across Australia, seven days a week.

You can talk to the people at the Human Rights and Equal Opportunity Commission if you want to. They look after your rights as a person. They make sure that your workplace is being fair to you.

You can find contact details for all these people in your workbook.

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Your trainer will discuss with you the information you have just heard and read about.

Slide 75

## Slide 76

Let's now listen to a story about the information you have just heard. Listen and watch carefully.

**Here's Jackie's story.**

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## Slide 77



This is Jackie, a supported employee.

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## Slide 78



And this is Sandra, a supported employee who works with Jackie.

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## Slide 79



Jackie works with Sandra.

Sandra's job is to shape dough for biscuits. She is making a lot of mistakes.

She has to take a teaspoon-sized quantity of the prepared dough, shape it in the mould, then flip the dough shape down onto the oven tray. She has to place six biscuits on each tray, with the correct spacing between each pair.

Sandra sometimes forgets to use the mould to shape the dough, and she often places the biscuits incorrectly on the trays.

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## Slide 80



Jackie thinks that Sandra has some personal problems but she has never said anything to her directly.



Jackie has given Sandra helpful reminders, told her about her mistakes when she sees them happen, and helped her to correct her mistakes.

**Slide 81**

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Unfortunately, Sandra's poor work performance means their team rarely meets its targets.

**Slide 82**

Jackie is not sure if the team should just put up with it, or make a more formal complaint about it. She does not want to get Sandra into trouble.

Jackie decides that something needs to be done. Should she speak to Sandra herself, or should she talk to her supervisor?

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Your trainer will discuss some questions about Jackie's story with you.

**Slide 83**

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Now find the activities about Jackie's story in your workbook.

**Slide 84**

Your trainer will help you with the activities.



