

When I'm at work:
Workplace behaviours

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	www.fahcsia.gov.au

Acknowledgement

This resource was produced by Wodonga TAFE in association with Aware Industries with funding from the Australian Government Department of Families, Housing, Community Services and Indigenous Affairs.

Copyright

© Commonwealth of Australia [2008]

This work is copyright. You may download, display, print and reproduce this material in unaltered form only (retaining this notice) for your personal, non-commercial use or use within your organisation. Apart from any use as permitted under the Copyright Act 1968, all other rights are reserved.

Requests for further authorisation should be directed to the Commonwealth Copyright Administration, Attorney-General's Department, Robert Garran Offices, National Circuit, Canberra ACT 2600 or posted at <http://www.ag.gov.au/cca>

FaHCSIA0994.0803

Contents

Aim of the ‘When I’m at work’ series.....	v
Introduction	1
Who is this resource for?	2
Aim of the resource	2
What is in this resource?	2
What else will you need?	2
Your role as a trainer	3
Planning the training session	3
Delivering the session.....	4
Structure of the resource	4
Evaluating/following up	4
Using the scenarios	5
Content.....	6
Follow-up discussion.....	7
Scenarios.....	8



Aim of the ‘When I’m at work’ series

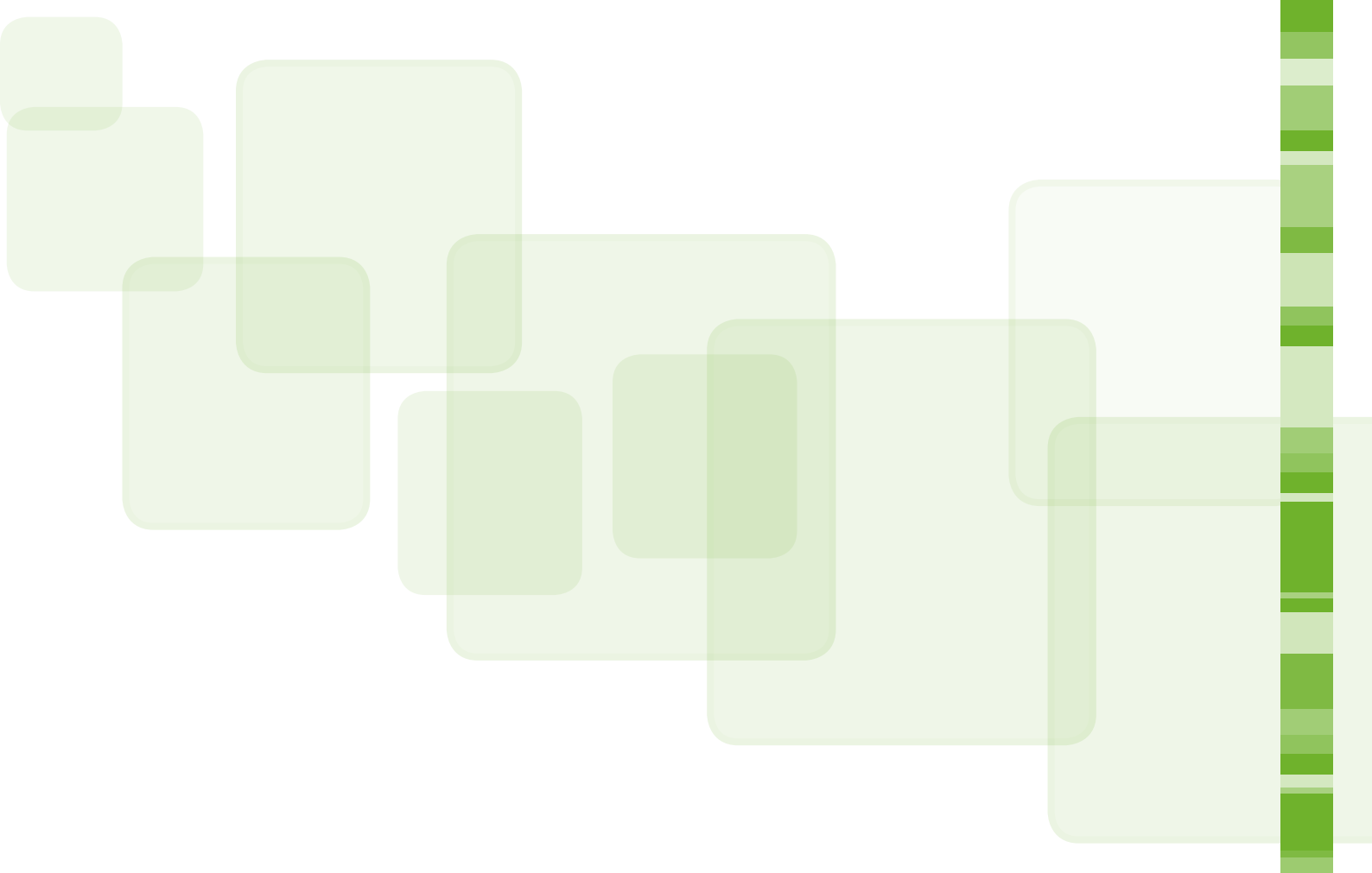
The aim of the ‘When I’m at work’ series is to bring together information about being at work. The resources that comprise the series focus on the workplace and provide information, scenarios, and suggested activities to assist you and the supported employees working in your Disability Business Service.

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. A number of tips have been included to make sure that you will be able to help supported employees understand the information that they need to know about workplace behaviours.

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

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

Aim of the resource

This resource has been designed to assist supported employees understand what is, and what is not, appropriate workplace behaviour. It can be used by trainers to encourage discussion of a range of topics including punctuality, language and appropriate clothing for work. The resource can be used with small groups or in a one-on-one setting.

What is in this resource?

You will find two resources in your folder. They are:

- ▶ the *When I'm at work: Workplace behaviours* interactive CD-ROM comprising interactive scenarios
- ▶ this trainer's guide.

What else will you need?

You will also need:

- ▶ your workplace's code of conduct
- ▶ the Disability Services Standards in Easy English – access a copy on the Internet at www.fahcsia.gov.au/internet/facsinternet.nsf/disabilities/services-standards_qa_publications.htm
- ▶ a computer/data projector to play the CD-ROM
- ▶ copies of your workplace's induction package (if available)
- ▶ a whiteboard or butcher's paper to record responses
- ▶ whiteboard markers or felt-tipped markers.

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 scenarios. You might conduct a session using one computer, or you might choose to conduct a session using a projector and a large screen. Test the equipment to make sure it works, and practise using it effectively (volume, lighting, obstacles). Do not 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 scenarios so that you are familiar with each one.
 - › Select possible discussion 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 scenarios. 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 scenarios. Will you look at one scenario 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 scenario. Will you do this individually and then share with the group? Or will you do this as a whole group activity?

Delivering the session

You probably need about 15 to 20 minutes to cover each scenario.

- ▶ Allow time for learners to consider each scenario.
- ▶ Encourage learners to think about each option and the consequences.
- ▶ Discuss responses and encourage learners to talk about the behaviour in the context of their workplace.
- ▶ Invite learners to share their experiences.
- ▶ Encourage open and honest discussion.
- ▶ Ensure everyone has a voice.

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. Fifteen scenarios make up the resource. Each scenario comprises:

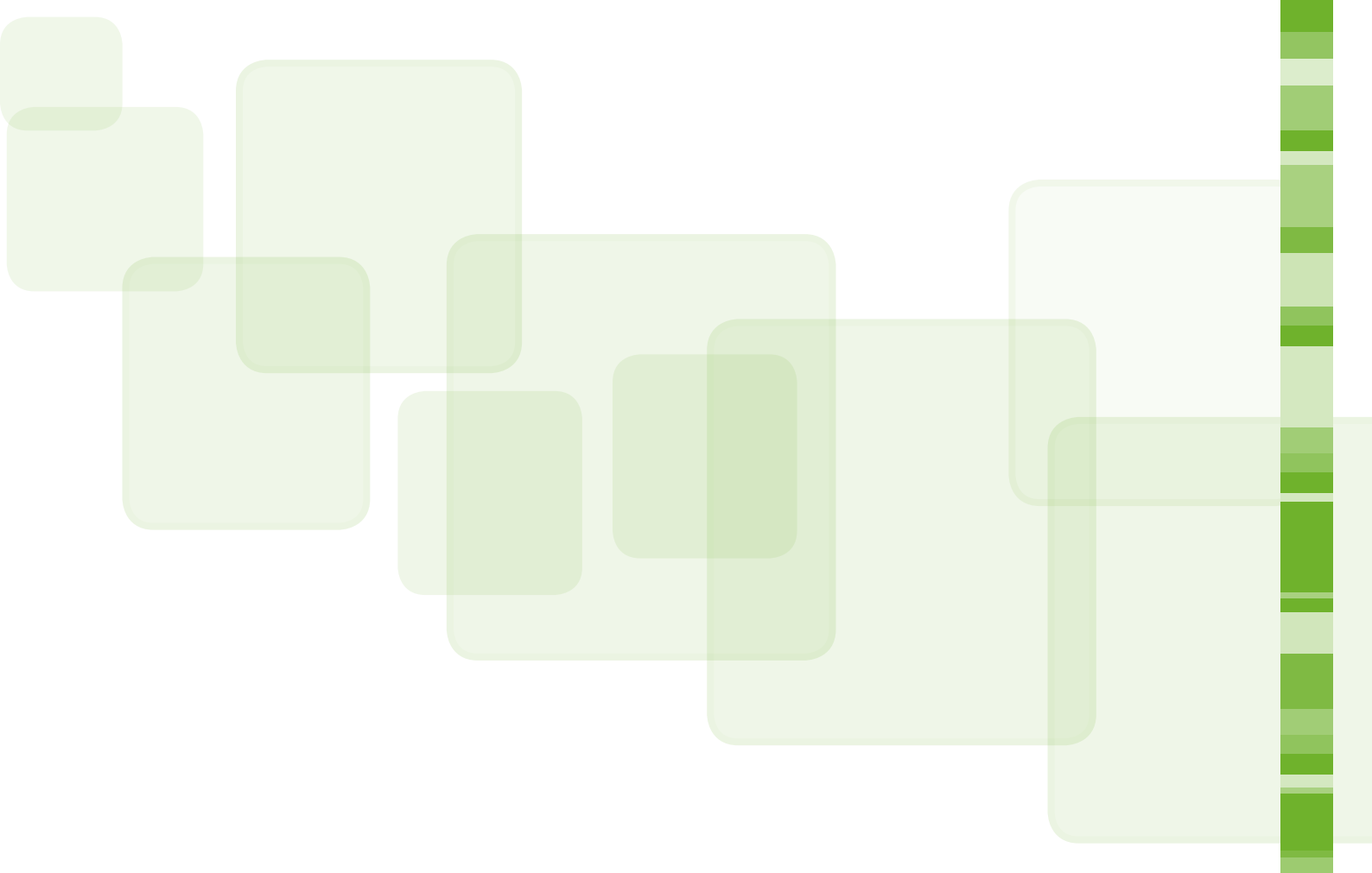
- ▶ a story about workplace behaviours
- ▶ options for the learner to choose
- ▶ discussion questions.

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

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.

Using the scenarios



Content

The CD-ROM provides scenarios on a range of topics related to workplace behaviours. The topics are:

- ▶ punctuality
- ▶ language
- ▶ work clothes (male)
- ▶ work clothes (female)
- ▶ over-socialising
- ▶ personal space
- ▶ a tidy work space
- ▶ using email
- ▶ borrowing equipment
- ▶ following the leave process
- ▶ being open and honest
- ▶ solving problems
- ▶ accepting direction
- ▶ fixing workplace hazards
- ▶ doing things the right way.

From the menu page select a scenario relevant to your workplace and to the supported employees. Allow the interest and attention level of the group to determine the length of the session.

Learners will be presented with a workplace scenario. They will be asked what they would do in each character's situation.

Learners will then be asked to choose a response from two or three responses provided to them. Discuss each response and if possible contextualise the scenario and the options to the workplace.

When a response is selected on the CD-ROM, feedback is immediately provided. Discuss and evaluate the impact of the response selected and acknowledge their efforts. They will value your response and feel motivated when acknowledged.

If an inappropriate response is selected, learners will be asked to select another response. When the correct response is selected, learners will be returned to the index to select a new scenario.

Before moving on to a new scenario, reinforce the completed scenarios message by talking about behaviours required in your workplace.

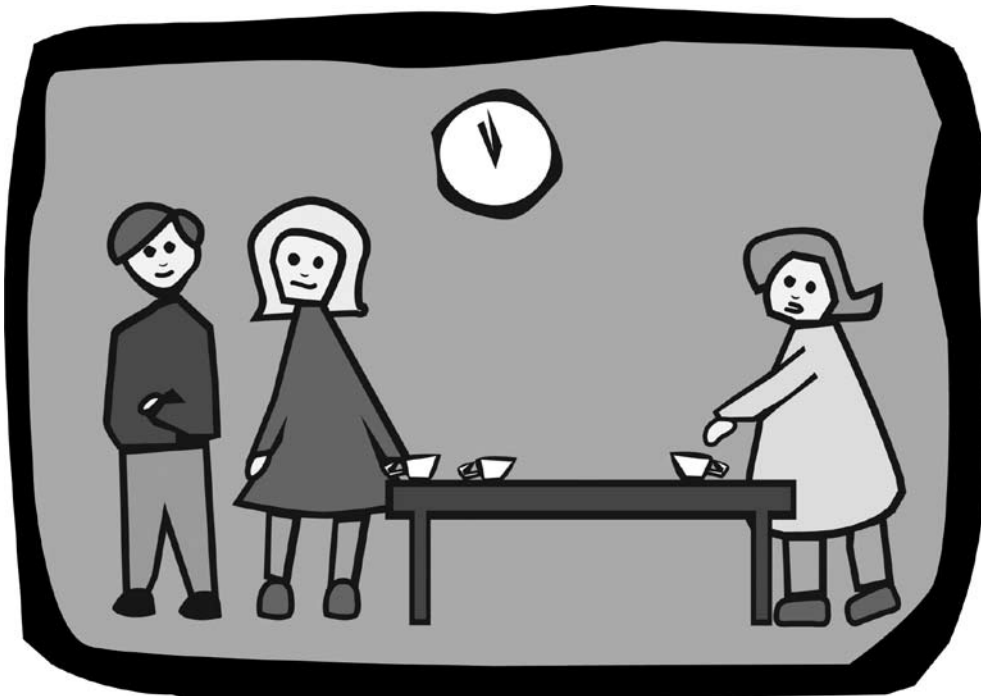
Follow-up discussion

On the following pages are suggested discussion points to reinforce the information contained in the scenarios and to encourage discussion about appropriate workplace behaviours. These can be printed and distributed to the group as handouts or you can use them to start discussion after each scenario.

Scenarios

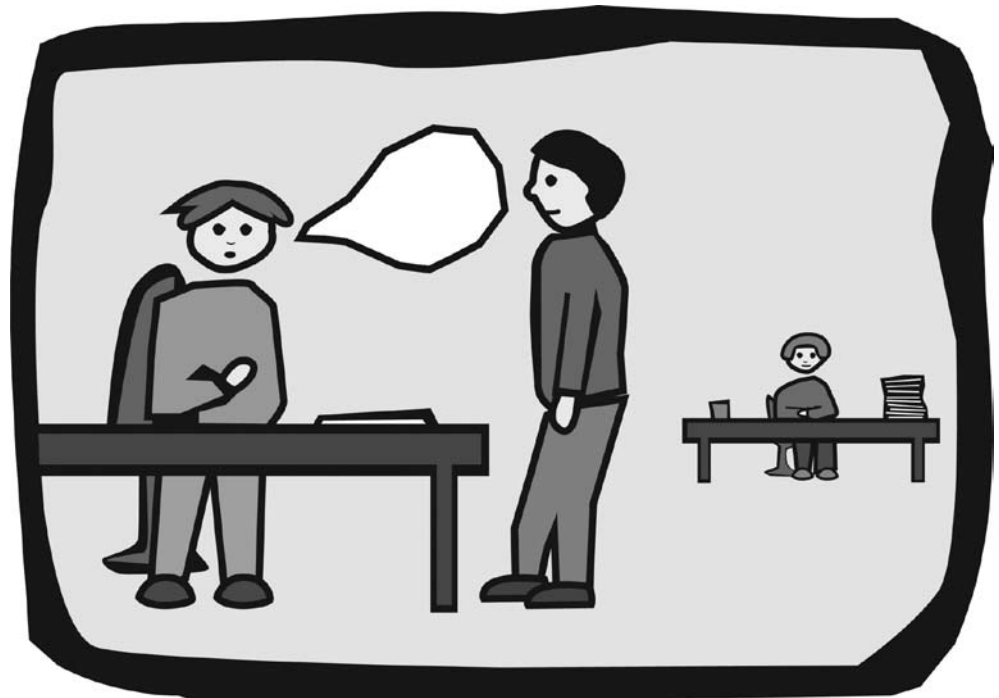
Punctuality

- ▶ Talk about breaks that can be taken in the workplace.
- ▶ Discuss with learners how they would feel if they went back to work, but others took an extra five minutes break.
- ▶ How can workflow be disrupted if people take extended breaks?



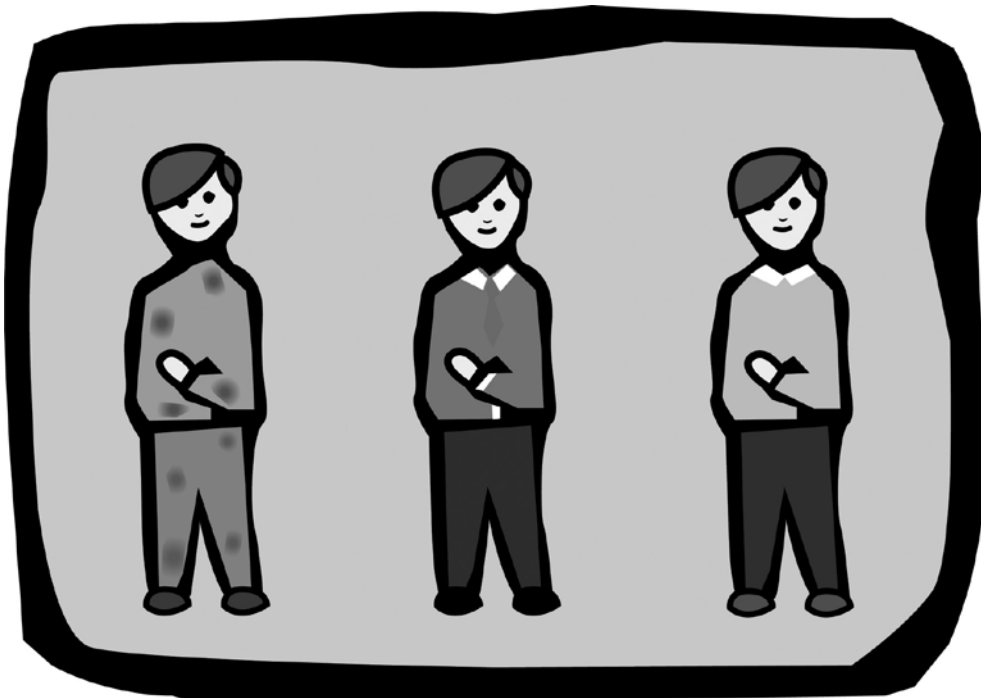
Language

- ▶ Talk about what is, and is not, acceptable language in the workplace.
- ▶ Discuss appropriate language in your workplace.



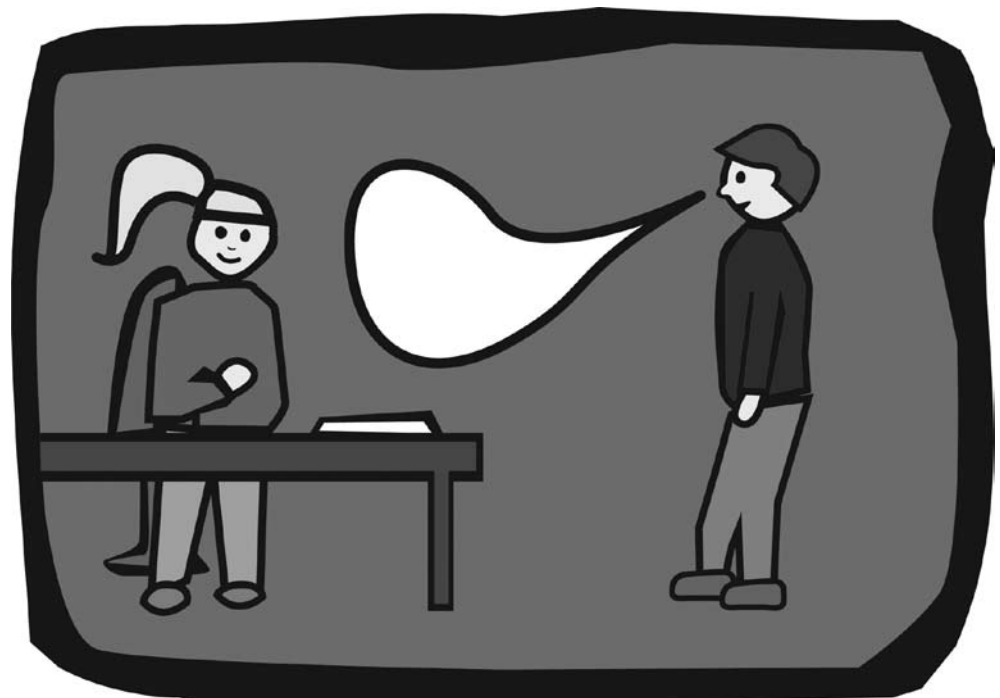
Work clothes (male and female)

- ▶ Identify and discuss the work clothes that are appropriate in your workplace. These might include uniforms, protective clothing, and so on.
- ▶ Identify occupational health and safety reasons for choosing work clothes, for example, durability, protection and cleanliness.
- ▶ Discuss what is considered 'too dirty' or inappropriate to be worn to work in your workplace.



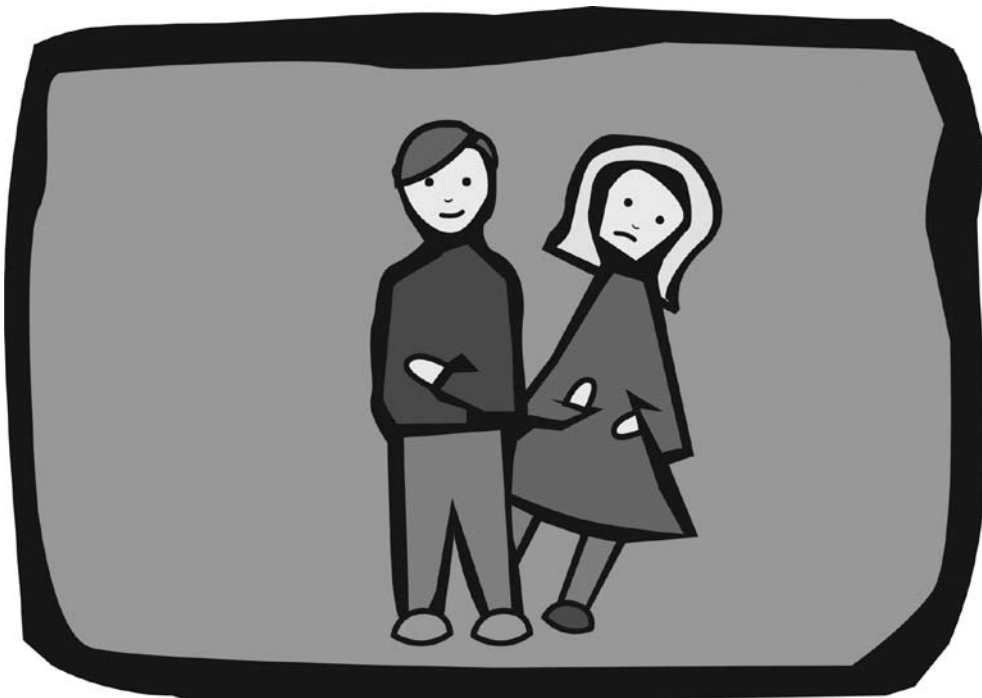
Over-socialising

- ▶ Discuss what over-socialising in the workplace means.
- ▶ Ask learners to identify occurrences of over-socialising and how they resolved them.



Personal space

- ▶ Discuss what personal space is and how it is different for different people.
- ▶ Discuss the importance of respecting the personal space of others.



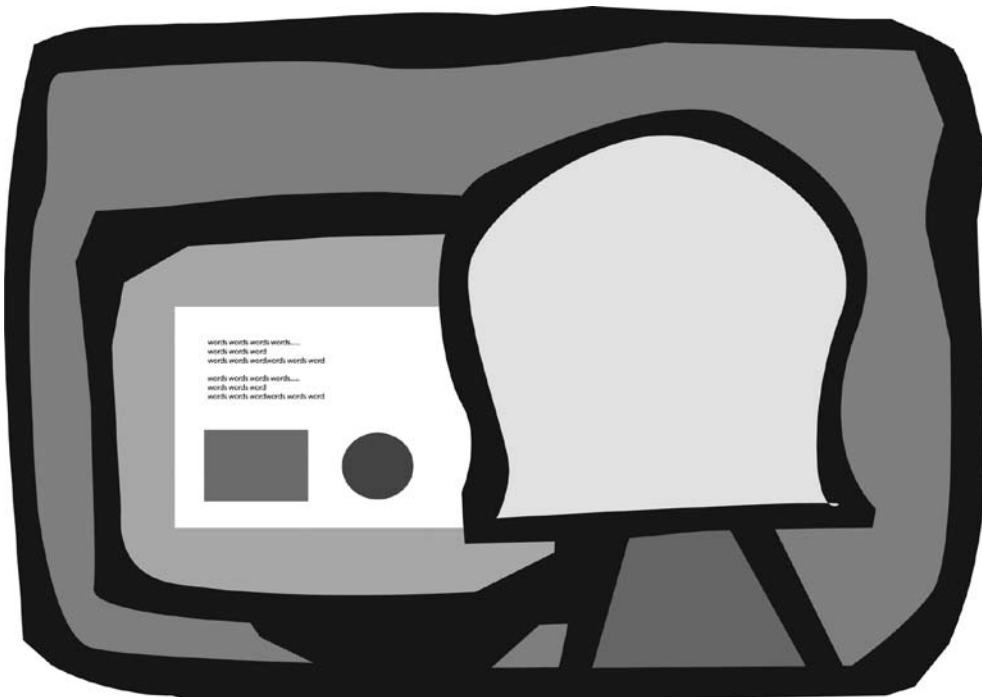
A tidy work space

- ▶ Discuss the importance of tidy work spaces in the workplace.
- ▶ If possible, identify untidy work spaces and recent workplace occurrences as a result of these.
- ▶ Identify how an untidy work space could be a workplace hazard.
- ▶ Discuss with learners the differences between being organised and disorganised in the workplace.
- ▶ Discuss with learners the differences between being efficient and being inefficient in the workplace.
- ▶ Discuss tidiness and workplace efficiency with learners.



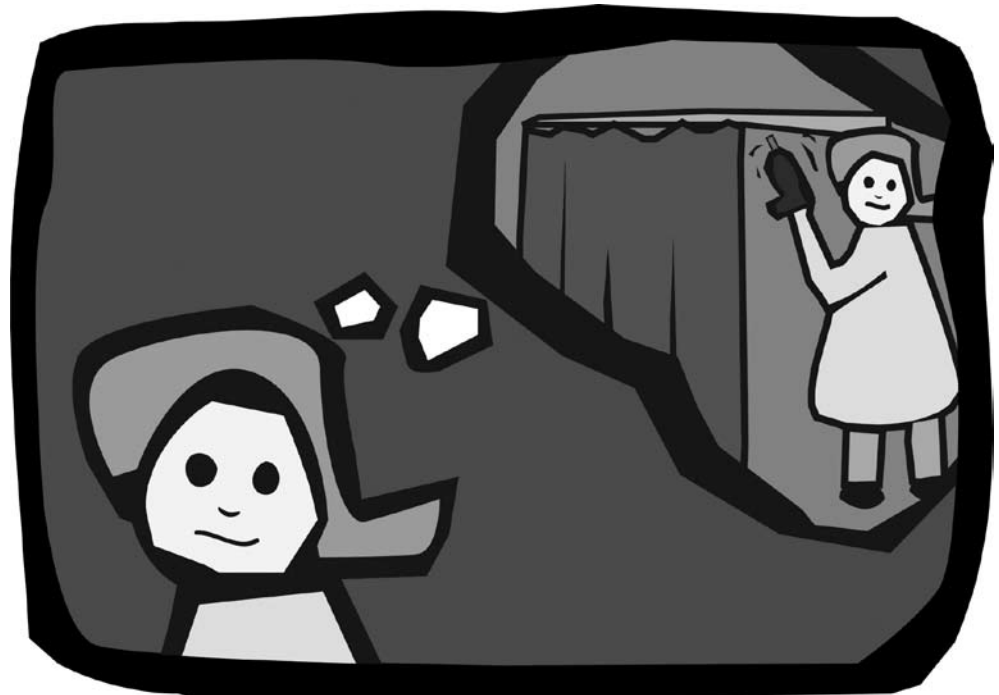
Using email

- ▶ Discuss why a workplace provides Internet and email for staff and employees.
- ▶ Discuss appropriate email and Internet usage at work.
- ▶ Discuss material that is not appropriate to have on a work computer or use a workplace computer for.
- ▶ Discuss with learners what they should do if they receive an inappropriate email.



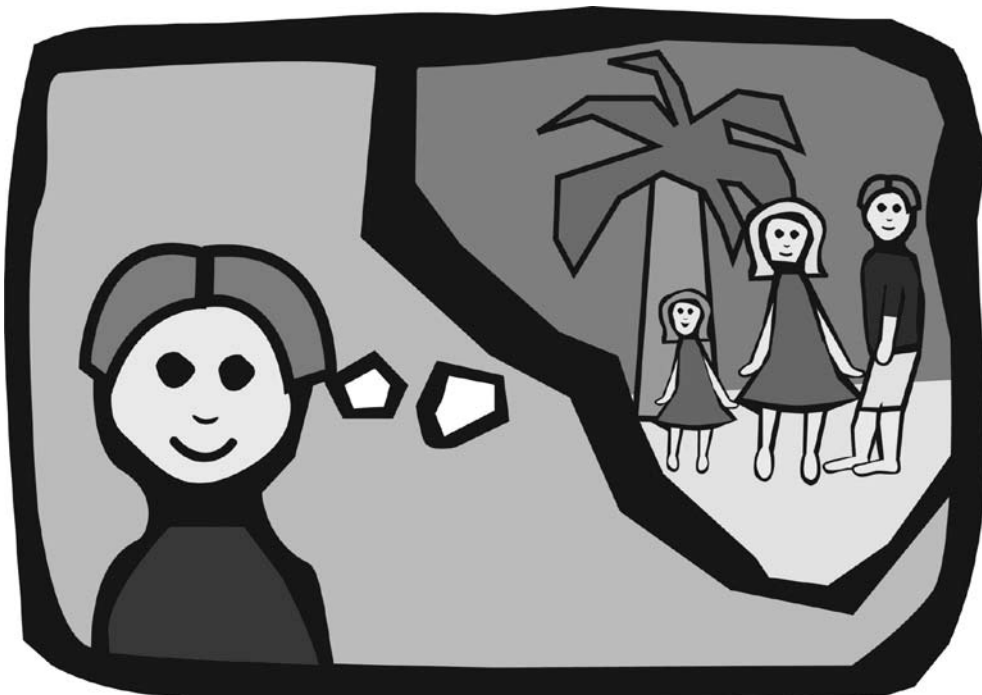
Borrowing equipment

- ▶ Discuss with learners what they would think if they saw someone leaving work with work equipment in their bag.
- ▶ Discuss with learners how they would feel if someone borrowed and used some of their belongings without asking.
- ▶ Why is it important to have rules in the workplace about borrowing equipment?



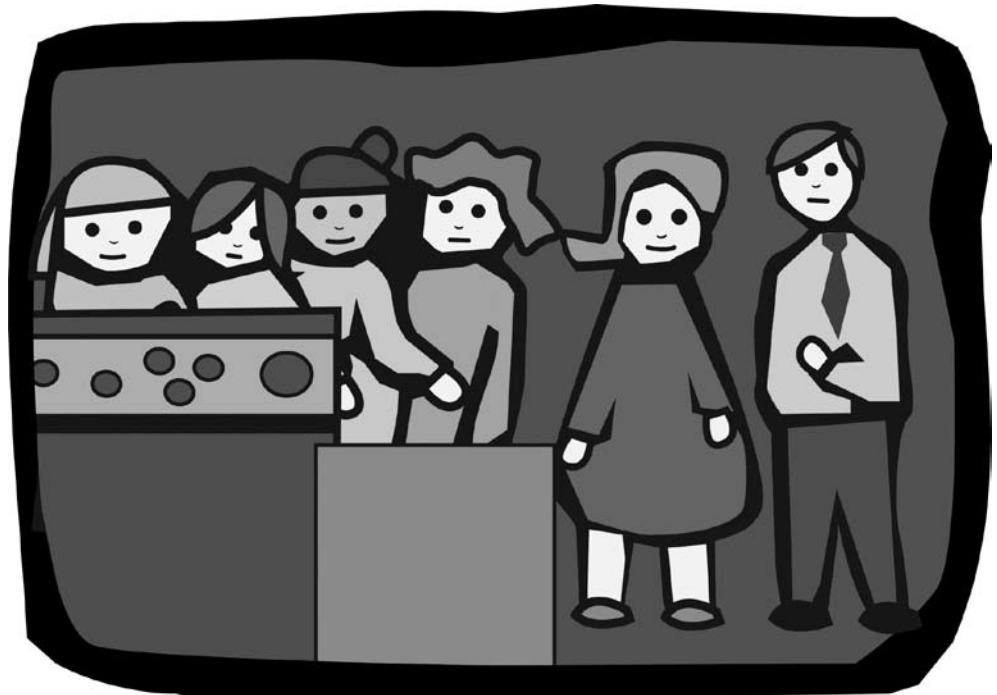
Following the leave process

- ▶ Discuss with learners why a supervisor needs to know when an employee is not going to be at work.
- ▶ Discuss with learners the differences between sick leave and annual leave.
- ▶ Explain that employees earn leave just as they earn pay. It is theirs to use when they choose but there is a process to follow.
- ▶ Explain the leave process in the workplace.



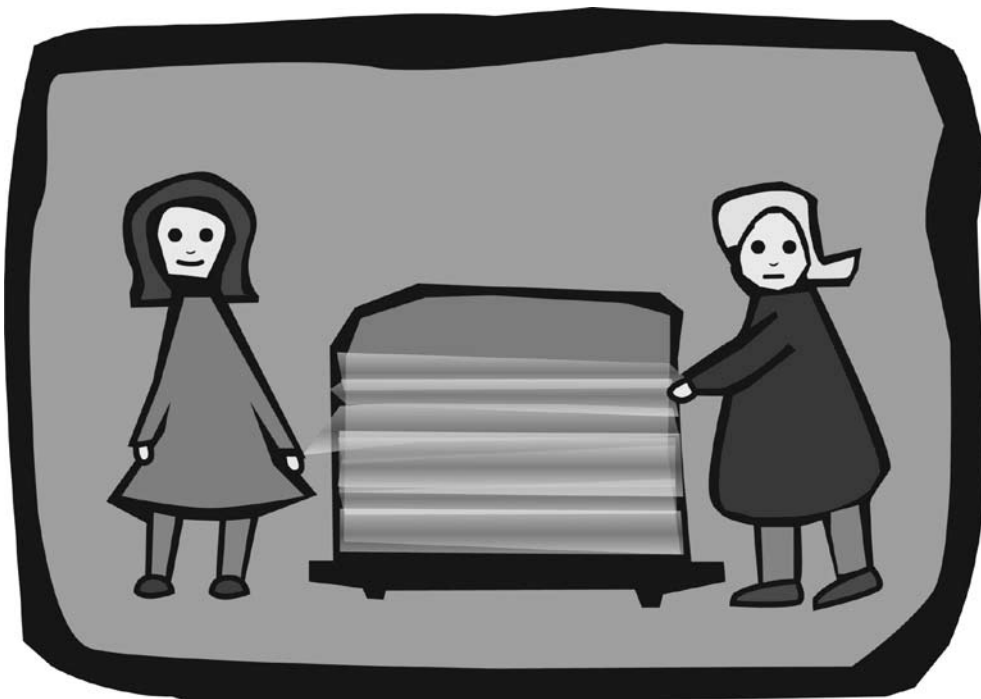
Being open and honest

- Discuss an example of openness and honesty that saved a situation or resolved a problem.



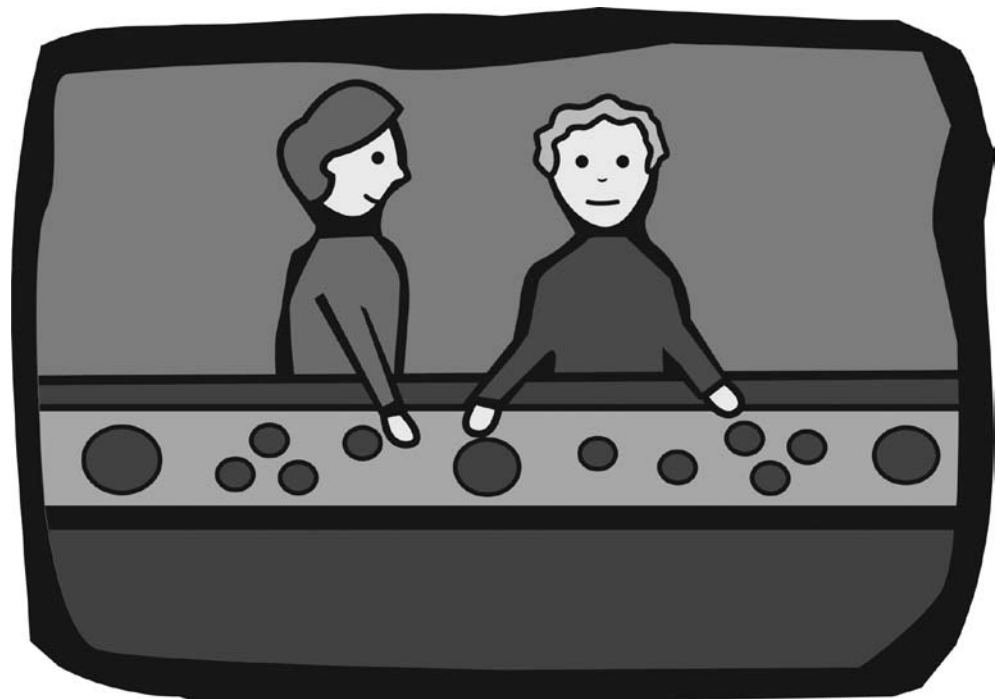
Solving problems

- ▶ Use recent workplace examples to discuss problem solving and highlight positive outcomes.
- ▶ Talk with learners about the importance of dealing with a problem rather than ignoring it.
- ▶ Discuss the difference between problems employees can solve themselves and problems they should report to their supervisor. Resources in the 'When I'm at work' series have been developed to help supported employees identify a process for solving problems.



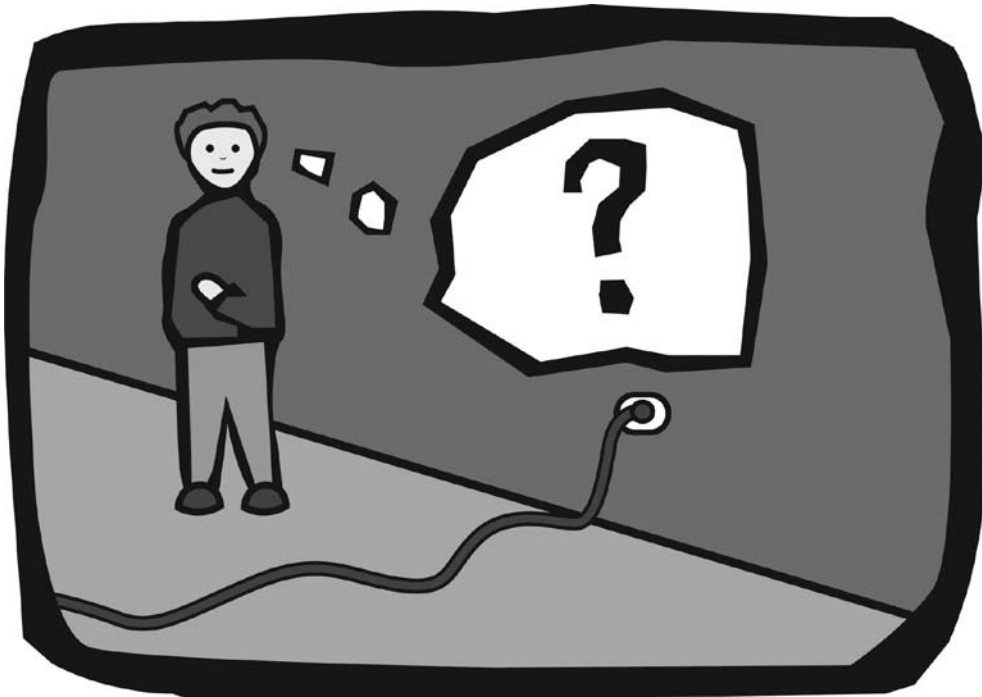
Accepting direction

- ▶ Discuss an example of when direction was not accepted well. Discuss the outcome.
- ▶ Discuss examples of when direction was accepted well.



Fixing workplace hazards

- ▶ Ask learners to list some workplace hazards.
- ▶ Ask learners what they would do if they found some of these hazards in the workplace.
- ▶ Identify the difference between hazards that learners should fix and hazards they should report.



Doing things the right way

- ▶ Provide an example of when something was not done the right way in the workplace. Highlight the results.
- ▶ Discuss an example of doing something the right way in the workplace which achieved commendable results.

