

AOD LEADERSHIP ACCELERATOR PROGRAM

WORKSHOP 5 – LEADING WITH INCLUSION DAY 2



Acknowledgement of Country

RMIT University acknowledges the people of the Woi wurrung and Boon wurrung language groups of the eastern Kulin Nation on whose unceded lands we conduct the business of the University.

RMIT University respectfully acknowledges their Ancestors and Elders, past and present.

RMIT also acknowledges the Traditional Custodians and their Ancestors of the lands and waters across Australia where we conduct our business.

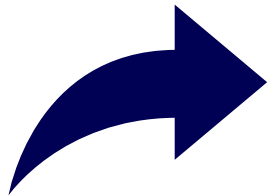
Artwork 'Sentient' by Hollie Johnson

Hollie is a Gunaikurnai and Monero Ngarigo woman from Gippsland who graduated from RMIT with a BA in Photography in 2016.

OVERVIEW

OF THE DAY

OVERVIEW OF TODAY



LEADING WITH INCLUSION

- Inclusive Workplaces
- Diversity in Multi-Disciplinary Teams
- Lead Diverse People

OVERVIEW – WORKSHOP 5

DAY 2 – LEADING WITH INCLUSION

- 9:30am-10:45 am – Inclusive Workplaces

Morning Break (10:45am -11:00am)

- 10:45am-12:15pm – Diversity & Multi-Disciplinary Teams

Lunch Break (12:15 – 1:00pm)

- 1:00pm-2:00pm – Lead Diverse People
- 2:00pm-2:45pm – Guest Speaker

Afternoon Break (2:30pm-2:45pm)

- 2:45pm-4:00pm – Guest Speaker cont.
- 4:00pm-4:30pm – Workshop Conclusion

End of Day 2



INCLUSIVE

WORKPLACES

THE MINDSETS OF AN INCULSIVE LEADER



LET'S LIST THEM



INCLUSIVE WORKPLACES

EDUCATION.VIC.GOV.AU WEBSITE WRITES:

Equal opportunity is about giving and getting a fair go. It does not assume everyone is the same and it does not mean treating everyone the same.

In some circumstances, treating everyone the same is unfair due to differences in personal circumstance such as disadvantage or needs.

Equal opportunity is an integral part of the employment life cycle applicable from:

- Recruitment
- Retention
- Performance management
- Promotion
- Remuneration
- Professional development and
- End of employment stages

Direct quote <https://www2.education.vic.gov.au/pal/inclusive-workplaces/policy-and-guidelines/overview>



INCLUSIVE WORKPLACES GUIDE

EDUCATION.VIC.GOV.AU PUT OUT AN INCLUSIVE WORKPLACE GUIDE:

It covers:

- Aboriginal inclusion
- Cultural Diversity
- Disability
- Gender Equality
- Generational Diversity
- LGBTIQ+

Topics relevant in their Policy Advisory Library are:

- Aboriginal employment
- Disability & reasonable adjustment
- Equal opportunity –employees
- Flexible work
- Human Rights Charter
- LGBTIQ+ inclusive workplaces
- Sexual harassment – employees

Direct quote <https://www2.education.vic.gov.au/pal/inclusive-workplaces/policy-and-guidelines>



BREAK



WHAT IS INCLUSIVE LEADERSHIP?

THE DIVERSITY COUNCIL AUSTRALIA WEBSITE WRITES:

Inclusive leadership refers to the capabilities (i.e. mindsets, knowledge, skills and behaviours) that ensure a diversity of employees feel included and that their perspectives improve an organisation's strategy, work, and values for success.

An inclusive leader is a people leader who creates an inclusive environment by:

- *valuing differences*
- *seeking out a diversity of ideas*
- *treating everyone equitably*
- *dealing with inappropriate behaviour*

Direct quote <https://www.dca.org.au/resources/di-planning/inclusive-leadership#:~:text=Inclusive%20leadership%20refers%20to%20the,work%2C%20and%20values%20for%20success.>



DCA's INCLUSIVE LEADERSHIP MODEL

A framework based on the following five inclusive leadership capabilities necessary for a person to be an inclusive leader. Their mindsets:

Growth Focused

Challenges accepted practices and incorporates different perspectives into how business is done. Actively works to create an organisation in which diversity and inclusion are at the centre of the culture

Flexible & Agile

Is flexible about, and responsive to, the perspectives and experiences of a diversity of people.

Open & Curious

Is curious about, and open to, new and different perspectives from a diversity of people.

Relational

Creates teams and networks in which a diversity of people feel they are connected, valued and respected.

Identity Aware

Believes identity diversity can significantly improve organisational performance and so learns about their own and others' identities (e.g. age, cultural background, gender).

Direct quote <https://www.dca.org.au/resources/di-planning/inclusive-leadership#:~:text=Inclusive%20leadership%20refers%20to%20the,work%2C%20and%20values%20for%20success.>



DIVERSITY &

**MULTI-DISCIPLINARY
TEAMS**

ACTIVITY

Step 1: Get into groups of 4-5

Step 2: As a group, think about the benefits of having each person in your group. Take a moment to reflect on what each person brings to the table and how it contributes to the success of a multidisciplinary team. You need to come up with four benefits—one for each person in the group. These benefits should highlight the value of diversity in skills, knowledge, and experience.

Step 3: As a group, brainstorm and identify four potential challenges you might face when working as a multidisciplinary team.

Step 4: For each of the four challenges you identified, come up with one strategy to prevent or address the issue. How can you as a team prevent this challenge from affecting your work? What can you do proactively to minimize its impact or resolve it if it arises? For each challenge, make sure you have a clear, actionable strategy.



Activity



MULTIDISCIPLINARY TEAMS (MDT)



Benefits:

- Comprehensive, holistic, person-centred and culturally safe care
- Increased service accessibility and client engagement
- Improved workforce support and collaboration
- Strengthened advocacy
- Improved client outcomes and retention in treatment

MULTIDISCIPLINARY TEAMS (MDT)

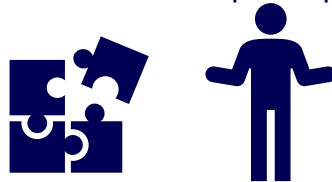
Challenge: Role confusion and scope of practice issues

It's important that each team member understands their scope of practice and how they contribute to the overall goal.

Role ambiguity in MDTs often leads to frustration and inefficiencies in healthcare settings.

Considerations as a leader:

- Clearly defining roles within the team from the outset
- Knowing your scope of practice as a leader and the scope of practice of every discipline in your team – operational vs discipline-specific supervision
- Incorporate this as part of the onboarding process
- Introduce regular case reviews where team members outline their scope and limitations.
- Offer cross-training sessions where different disciplines present on their expertise to the broader team



MULTIDISCIPLINARY TEAMS (MDT)

Challenge: Power imbalances and perceived hierarchical challenges

Unequal distribution of power and influence within a team. Can be based on professional hierarchy, job roles, seniority or expertise, clinical dominance



Considerations as a leader:

- Inclusive decision-making
- Encourage structured discussions
- Flatten the hierarchy!
- Training on roles and disciplines

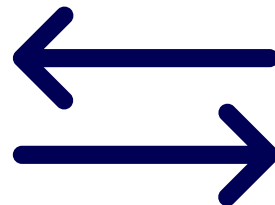
MULTIDISCIPLINARY TEAMS (MDT)

Challenge: Differing perspectives or understanding of substance use and recovery

- People with different professional training can have different approaches to understanding and addressing substance use and recovery
- Cultural and personal beliefs around substance use and recovery
- People may work from different theoretical frameworks
- Gaps in knowledge around substance use and recovery

Considerations as a leader:

- Open dialogue and communication
- Focus on person-centred care. What are the client's goals?
- Embrace flexibility and adaptation



MULTIDISCIPLINARY TEAMS (MDT)

Challenge: Stigma and biases

- Perceived legitimacy issues
- Excluded from decision-making
- Feeling monitored and judged

Harm reduction peer workers often face workplace stigma due to perceptions of their involvement in illegal drug activities. A study assessing health and social workers' perceptions in Athens, Greece, found that stigma towards people using illicit drugs can influence professionals' willingness to work with them.

Considerations as a leader:

- Challenge biases in real-time
- Encourage structured discussions where all voices are heard
- Increase visibility, recognition and inclusion of the worker where possible – e.g. co-facilitate trainings, invitation to clinical meetings, asset vs risk to be managed



LUNCH



ACTIVITY



Activity
15 mins

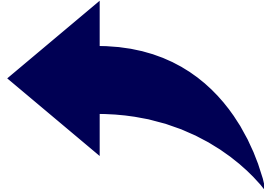
As we work through the scenarios, identify:

- The key concerns/challenges presented
 - As a leader, how would you address the current concerns and prevent these challenges moving forward?
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- Draw on the learnings from the previous workshops on:
 - Leadership and management
 - Communication skills & supervision
 - HR skills
 - Trauma-informed leadership
 - Designated roles

WORKSHOP

CONCLUSION

RECAP OF WORKSHOP 5



LEADING WITH INCLUSION

- Inclusive Workplaces
- Diversity & Multi-Disciplinary Teams
- Lead Diverse People

END OF DAY 2

