

# FDFOP2005A

2015



Work in a socially diverse environment



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**Aims of the Competency Unit:**

The unit of competency covers the skills and knowledge required to work in a socially diverse environment, including the development and application of cultural awareness required to interact effectively with people from diverse backgrounds.

This unit involves the application of communication principles and problem solving.

**Unit Hours:**

18 Hours

**Prerequisites:**

None.

**Assessment:**

No formal competency test is required on the completion of the unit; the student should be able to be assessed as "Competent" or "Not Competent Yet" based on the work submitted in the Skill Practice Exercises.

### **Elements and Performance Criteria**

- |   |     |  |
|---|-----|--|
| 1. Communicate with people from diverse backgrounds | 1.1 | People from all cultural groups are valued and treated with respect and sensitivity.   |
|   | 1.2 | Verbal and non-verbal communication takes account of cultural differences.   |
|   | 1.3 | Where language barriers exist, efforts are made to communicate through use of gestures or simple words in the other persons' language. |
|   | 1.4 | Assistance from colleagues, specialist resources or outside organisations is obtained when required.                                   |
| 2. Respond to cross-cultural misunderstandings      | 2.1 | Issues which may cause conflict or misunderstanding in the workplace are identified.   |
|   | 2.2 | Difficulties are addressed with the appropriate people in the workplace.   |
|   | 2.3 | When difficulties or misunderstandings occur, possible cultural differences are considered.  |
|   | 2.4 | Efforts are made to resolve the misunderstanding, taking account of cultural considerations.   |
|   | 2.5 | Issues and problems that cannot be resolved are referred as required for follow up.  |

## **Required Skills and Knowledge**

### ***Required skills include:***

Required skills include the ability to:

- identify and recognise cultural differences in the workplace
- apply understanding of cultural difference to communicate effectively to achieve work requirements, including selecting appropriate communication style to suit audience
- identify and respond to cross-cultural misunderstandings
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor

### ***Required knowledge includes:***

Competency includes sufficient knowledge to:

- principles of equal employment opportunity (EEO) and anti-discrimination legislation as they apply to company and employee rights and responsibilities in the workplace
- recognition of the different cultural groups in the workplace
- understanding of the basis of cultural difference, including behaviour or practices that can cause offence, and related strategies for interacting in ways that are culturally sensitive
- communication strategies and styles appropriate to diverse audiences related to the workplace

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**Lesson Program:**

Unit hour unit and is divided into the following program.

<b>Topic</b>	<b>Skill Practice Exercise</b>
Topic 1 – Cultural Diversity:	FDFO2005A-SP-0101 to FDFO2005A-SP-0102
Topic 2 – Equal Employment Opportunity:	FDFO2005A-SP-0201
Topic 3 – Selecting Communication Style:	FDFO2005A-SP-0301 to FDFO2005A-SP-0302
Topic 4 – Cross-Cultural Misunderstandings:	FDFO2005A-SP-0401
Topic 5 – Oral Communication Skills:	FDFO2005A-SP-501
Topic 6 – Recognise Different Cultural Groups:	FDFO2005A-SP-0601 to FDFO2005A-SP-0602
Topic 7 – Understanding Cultural Difference:	FDFO2005A-SP-0701
Topic 8 – Communication Strategies and Styles:	FDFO2005A-SP-0801



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## Topic 1 – Cultural Diversity:

### Required Skills:

- Identify and recognise cultural differences in the workplace.
- Apply understanding of cultural difference to communicate effectively to achieve work requirements, including selecting appropriate communication style to suit audience.
- Identify and respond to cross-cultural misunderstandings

### Required Knowledge:

- Recognition of the different cultural groups in the workplace.
- Understanding of the basis of cultural difference, including behaviour or practices that can cause offence, and related strategies for interacting in ways that are culturally sensitive

### Understanding the Term “Cultural Diversity”:

While there are many definitions of culture, most have the same core elements. ‘Culture’ describes a system of values and meanings shared by a group, which shape the behaviours expected in a particular situation and how behaviour is interpreted; the concept of diversity includes acceptance and respect and implies an understanding that each individual is unique, and recognizes our individual differences. These differences may include the dimensions of race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.

Groups with an identifiable culture can be large or small. While ‘culture’ generally refers to a large group of people, within a group there can be sub-cultures consisting of smaller groups with their own identities; the Christian culture have Protestants and Catholics, Islam has Shiites and Sunni while Judaism have Orthodox and Reconstructionist worshippers. Of course, unique cultures and sub-cultures can develop in any group sharing common characteristics such as age, gender, sexual orientation, religion, education and so on. Cultures of different groups often overlap and one person can have many different cultural influences.

Cultural Diversity is a set of conscious practices that involve understanding and appreciating interdependence of humanity, cultures, and the natural environment; practicing mutual respect for qualities and experiences that are different from our own; understanding that diversity includes not only ways of being but also ways of knowing; recognizing that personal, cultural, and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others; and building alliances across differences so that we can work together to eradicate all forms of discrimination.

Workplace Diversity refers to the variety of differences between people in an organization which sounds simple, but diversity encompasses race, gender, ethnic group, age, personality, cognitive style, tenure, organizational function, education, background, and more. Diversity involves not only how people perceive themselves but also how they perceive others. Those perceptions affect their interactions. For a wide assortment of employees to function effectively as an organization, human resource professionals need to deal effectively with issues such as communication, adaptability, and change.

### The Diversity of the Australian Workforce:

Australia’s workforce is astoundingly diverse, comprising people of different cultural backgrounds, religions, ages, genders, abilities and lifestyles. According to the Australian Bureau of Statistics, in 2015 Australia had a population of 21.5 million people, 28% of

the population was born overseas; another 20% have a parent who was born overseas; about 20% of the population speaks a language other than English at home. The incredible diversity is reflected in Australia's workforce, with 13% of workers being born in non-English speaking (NES) countries and 23% born overseas. The census identified 77% spoke only English was spoken at home while 20% spoke 2 or more languages; the breakdown of the main languages spoken was Mandarin 1.6%, Italian 1.4%, Arabic 1.3%, Cantonese 1.2% and Greek 1.2%.

Australia has a workforce with a vast range of individual experiences, capabilities and perspectives waiting to be used; however, approximately 20% of the Australian workforce has some form of disability, yet represent only about 2% of the workforce. Subjective evidence from some Equal Opportunity Commissions suggests that many issues are worked out at mediation because employers didn't realise how easy, cost effective and rewarding it can be to accommodate a disabled worker. Perhaps we should look at the question "Are we teaching our young disabled people to aspire and thrive, or simply to survive." If they grow up in culture that does not respect and welcome them into the workforce, they will only ever pitch their dreams at survival.

### **Common Cultural Disadvantages:**

As stated earlier there are many forms of Cultural Diversity, the main ones being Age, Disability, Gender, Indigenous, Race and Youth.

#### **Age:**

Older workers find it increasingly difficult to be hired by younger bosses, or were the first to be laid off in staff retrenchments. The survey also found half of Australia's employers believe older workers are at higher risk of being made redundant.

It is recorded that mature-age workers are more reliable than their younger colleagues. A research program in Germany was conducted with over 200 workers, aged 20 to 31 and 65 to 80 and required them to perform 12 tasks to test perceptual speed, episodic memory and working memory. The results showed that older workers were more reliable and had fewer bad days at the office. The Institute put the results down to older workers having a consistently higher level of motivation, a balanced routine and a stable mood. Interestingly, Australia's labour market has shifted since the global financial crisis as older workers have absorbed half of Australia's net growth in jobs but received the most "Voluntary (i.e. Forced) Redundancies".

Employers have reportedly said older workers did "not like being told what to do" by a younger person, and were more forgetful; they also felt older workers had difficulty learning new things and did not want to work long hours. One in five employees would not encourage job applications from older workers.

#### **Disability:**

Around 20 per cent of Australia's population has a disability and it is estimated that four in 10 workers will be aged over 45 by 2020; as disability increases with age, this will have significant workplace implications. The salary differential between men and women also remains unequal with the gender pay gap, which is the difference between the average of all female and all male full-time earnings as a percentage of male earnings, is 17.6 per cent, with average weekly ordinary time earnings for women of \$1,227.50 and \$1,489.10 for men

#### **Gender:**

Many industries continue to be dominated by men and a study from the construction, mining and utilities industries showed women account for around 12%, 15%, and 23% of employees respectively. Little increase in the number of female executives over the past decade has occurred in Australia, which has the lowest percentage of female executives compared to similar countries.

Recent reports note that female participation rates decline once women hit their mid-20s and this lasts for two decades as they move from full-time to part-time employment to

accommodate the needs of their families. Reports uncovered that many supervisors and employers young women will require extended leave to start families and disregard the quality of the person.

One of the first navies in the world to allow females to serve on active duty in the male dominated world of submarines was the Royal Australian Navy in 1998.

### **Indigenous:**

According to the Australian Bureau of Statistics, "Neither the Aboriginal and Torres Strait Islander labour force participation rate or the unemployment rate compares favourably to the equivalent non-Indigenous rates.

At the last census, 56% of Aboriginal and Torres Strait Islander working age people were participating in the labour force, with 17.2% unemployed, more than three times higher than the nonindigenous rate which at the time was 5.5%. In Canada, the Aboriginal Workforce Participation Initiative (AWPI) is increasing the participation of Aboriginal people in the labour market by providing a range of resources to motivate employers and help them employ Aboriginal people. The goal is to "converge the efforts of Aboriginal peoples and employers, to stress the advantages and emphasize the benefits of working together." Meanwhile Canada's Aboriginal Affairs and Northern Development (AANDC) department has committed to filling 50% of its vacancies with Aboriginal peoples.

### **Race:**

Multiculturalism is one area in which Australia is successfully creating a diverse workforce. According to government sources, many of the Australian born children of blue-collar immigrants have moved into professional, technical and managerial jobs. Furthermore some immigrant groups have higher levels of income, lower levels of unemployment and higher levels of home ownership compared to their Australian-born counterparts. But despite their qualifications and skill levels, a large number of non-English speaking immigrants are in low skilled employment. Qualifications brought to Australia are often not recognised, or require the individual to undergo a long period of supervision or skills assessment before they can work in a job function equal to that they held overseas.

Results from a 2010 survey revealed that 34 per cent of migrants on skilled or family visas hold a bachelor degree. A further 21 per cent hold masters, doctorate or other post graduate qualifications, while 22 per cent hold a diploma or certificate level qualification. Furthermore 85 per cent speak English as their only language, or 'very well' or 'well'.

### **Youth:**

Age discrimination is not restricted to mature-age workers. Many studies have been conducted on the attitudes of Generation Y, or millennials, most of which emphasise the negative stereotypes. One such example is a recent Los Angeles Times article with the glaring headline, 'Employers have negative view of Gen Y workers.'

The unemployment rate for those up to 19 years of age in Australia as at October 2013, is 17% while between 2008 and 2011, the percentage of young Australians without a job for a year or more was nearly double. Employers are concerned that young people have proven to be unreliable and immature. The negative experiences have coloured their attitude toward young job seekers. If real age diversity is to be achieved, not only must the focus be on improving employment rates for mature-age workers, but also for our nation's youth who will become the backbone of our future workforce.

### **Fixing Cultural Differences:**

Addressing the challenges associated with a culturally diverse workforce is the key to business success. Simply establishing business rules and written policies that may change behaviours but not attitudes will not work. What will work is fostering a corporate culture that embraces cultural diversity. Company leadership has the power to start bringing the workforce together simply by setting a good example.

Whether you are of African, Asian, European, Arabic, Indigenous Australian, mixed, or any other ethnic origin, and whether you are female or male, you can empower yourself to implement your own individual "cultural diversity program." Differences on disputed workplace issues may reside in culture-based values and styles of behaviour, and it is certainly worthwhile to learn how others differ from you in these ways. Beneath our culture, our ethnicity, our sexual orientation, and our gender, we share fundamentally human qualities. To assist in resolving common conflicts with others, the following steps can be followed:

- Find a time to talk
- Plan the context
- Talk it out
- Make a deal

#### **Active Vs. Passive Management:**

Go beyond paying lip service to cultural diversity and move toward active diversity management with a goal of creating an environment that works for all employees. It's important to understand that although fixing cultural differences through active management may prove difficult at first, it isn't impossible. It requires letting go of righteous attitudes and assumptions and becoming open to change. The challenge is to help staff members understand that other people's standards and values are as valid as their own.

#### **Commitment and Accountability:**

Just as with any other policy or program, getting a full commitment from management is critical to making sure a diversity program succeeds. Business policies that mandate objective, fair and equal treatment for every employee, regardless of ethnicity or gender, is a good starting point. Managers must be held accountable for acting as good role models and for upholding ethics and fair treatment standards. Stress that something as simple as pronouncing a name correctly often has a profound effect (Xiu is pronounced sh-ee-uu not ex-eye-you). This not only shows respect for the person, but it also shows respect for the culture.

#### **Making Diversity Fun:**

Providing opportunities for your employees to socialize is a covert way to bring team members together and help them learn more about each other. Holiday gatherings, picnics, softball games and a company-sponsored volleyball or bowling league are starting-point ideas. Schedule a gathering, and encourage people to bring a dish from their home country, and consider the potential benefits of collaborative cafe luncheons that include language lessons. Incorporate ethnic holidays into your business calendar, providing descriptions of related activities and customs.

#### **Openness and Collaboration:**

Diversity training, an open-door policy and an environment in which your employees feel free to speak without fear of belittlement or retribution is essential. A team-oriented company culture that actively seeks input from those of different cultural backgrounds benefits both the people involved and your business. Active participation in work groups or teams increases feelings of belonging and helps employees understand that you value their knowledge and skills. An influx of new ideas and contributions may help your business increase its competitive edge.

#### **Cultural Days:**

So how can diversity in the workplace be embraced? What does this practically look like? We can reduce it to a question: is it about festivals or fairness? I'm sure we all here love Australia Day on the 26<sup>th</sup> January each year. Many people of all cultures have delicious lunches in the park or the backyard while watching the festivities on television. National days for employees can also be allowed by encouraging workers to dress up in their ancestral costumes or do something to express their cultural heritage.

A diverse workforce reflects the globalization of business, which can draw upon professionals from varied backgrounds and cultures to provide a range of skills and experience. A diversity of staff is better equipped to meet the needs of a diverse clientele while bringing in different perspectives. Celebrating the diversity of an organization allows all members to feel their values, beliefs and experiences are fully appreciated. Incorporate cultural diversity awareness throughout the workplace rather than highlighting it once as a single celebratory event.

**Discrimination:**

The Equal Opportunity Act 2010 protects people from discrimination in a variety of areas of public life. Discrimination is treating, or proposing to treat, someone unfavourably because of a personal characteristic protected by the law, such as:

- race, including nationality and ethnicity
- religion
- age
- sex
- disability

Discrimination is against the law in areas of public life including employment, which covers full-time, part-time, casual, contract work and work paid by commission. The law prohibits discrimination at all stages of the employment process, including:

- recruitment
- terms of employment
- access to training or opportunities for promotion or transfer, and
- being dismissed, retrenched or demoted for a
- discriminatory reason

The Equal Opportunity Act has introduced a positive duty requiring all organisations covered by the law, including employers, to take reasonable and proportionate measures to eliminate discrimination, sexual harassment and victimisation. Instead of allowing organisations to simply react to complaints of discrimination when they happen, the Act requires people to be proactive and take steps to prevent discriminatory practices.

**Stereotyping:**

Stereotyping is making assumptions about a group of people and are applied to individuals irrespective of their personal characteristics because of their affiliation with a certain group. Stereotypes can be positive, negative or neutral and while both positive and negative stereotypes can be harmful, they can occasionally serve as a learning experience.

Before working through this segment, read through the following two statements and record your answer. Read the answers at the beginning of the Skill Practice Exercises at the end of this topic.

**Case Study 1:**

A man and his son are driving to watch the football game but have a car accident. The father is only slightly injured but the son is in a critical condition. The son is rushed to the hospital and prepared for surgery. The surgeon enters the operating room, looks at the boy and says, "I can't operate on this boy. He's my son."

Who is the surgeon?

**Case Study 2:**

A man lives on the seventeenth floor of an apartment building. Every morning he takes the lift down to the ground. In the evening he goes into the lift and if it is raining he goes directly up to the seventeenth floor. Otherwise he goes to the tenth floor and climbs up seven flights of stairs. Why?

**Case Study 3:**



Two people apply for the position of Receptionist in a local business which deals with the public and they need a person who “fits in” with the culture of the business. Both applicants are aged in their late 20’s, with 6 years’ experience in Reception. Applicant 1 graduated from TAFE College with a Diploma in Business Studies while Applicant 2 graduated from University with a BA in Business Administration. Applicant 1 has short hair dyed black, wears Goth clothing, has tattoos on the neck and arms with several facial body piercings. Applicant 2 has long brown hair, wears a knee length dress with blouse and coat, and no tattoos or body piercings. Which applicant would get the position?

### **Real Life News Report (12<sup>th</sup> November 2015):**

In November a store in Melbourne told a group of African students to leave the store. The six boys from a local college were denied entry to the store by a staff member and two security guards. “These guys [security guards] are just a bit worried about your presence in our store. They’re just worried you might steal something,” a staff member says in the video.

One of the students replied: “Why would we steal something?”

“That’s what people do, racial profiling happens a lot, and white Australians want to ignore that” a student later stated.

Unfortunately the case is true and frequently happens in all cultural classes in Australia even we have lived with multiculturalism since 1973. Individuals see the cultural perception first and the person second. While this is a normal human process, it causes problems in the workplace; not all cyclists ignore the road rules, some may “bend” the rules, but the majority comply with the road rules.

#### *Positive Stereotypes:*

While positive stereotypes may seem complimentary, they can cause as much pain as negative stereotypes. When people are stereotyped, they feel less like an individual and may even feel that they are not being given due credit. For example, someone who studies and gets good grades may feel that their accomplishments are not recognized if others expect them to be smart because of their race. Another example is that all Italian women are great cooks so when a young Italian woman cannot cook, both she and her partner may be disappointed.

#### *Negative Stereotypes*

Many common stereotypes are derogatory in that they're based on negative references to a person's ethnicity and race, age, gender, politics or sexual orientation. The use of stereotypes prevents us from getting to know one another and interacting effectively based on individuating information. The term individuating information refers to the aspects of a person that make him or her unique.

To use an example, imagine your new co-worker has a political affiliation that differs from yours. Based on the negative stereotypes affiliated with your co-worker’s political party, if you make assumptions about your new colleague, you might start off with a hostile and unfriendly relationship which could significantly impede your ability to work together.

However, if you get to know your new co-worker as an individual, you might be able to put aside any political differences for the sake of productivity. You might also develop some new political perspectives of your own and build a strong working relationship built on mutual understanding; this holds true for any individual and any potential stereotypes.

#### *Stereotype Examples:*

Whenever we don't have a good understanding of a subject, say, of people or countries, then we tend to make assumptions about them. Stereotype is nothing but those assumptions that have become common knowledge. Whenever you make judgments

Topic 8 – Communication Strategies and Styles

about people without knowing them, you are stereotyping them. Stereotyping makes people generalize things, and more often than not, they are all false assumptions. Though there are both positive and negative stereotypes, the majority of them are offensive. People generally stereotype out of bias against a particular group of people or religion. Stereotyping becomes a way of conveying their dislike and stems from a commonly held view of a particular group or race. This view may arise from an incident or false assumption, and then maybe used to colour the entire community with the same brush. There are various types of stereotypes; however, the most common ones are racial stereotypes and gender stereotypes. Race, nationality, gender and sexual orientation are the main factors of stereotyping. Stereotyping must be avoided at all costs, as it leads to treating groups as a single entity. Given below are examples of stereotypes that people commonly use.

<b>Positive</b>	<b>Negative</b>
All blonde women are dumb.	People who wear Goth clothing are a part of a rock band, depressed, or do drugs.
All blacks are great basketball players.	All politicians are philanders and think only of personal gain and benefit
All Asians are geniuses.	Girls are only concerned about physical appearance.
All Indians are deeply spiritual.	Guys are messy and unclean.
Asians have high IQs; they are smarter than most in Math and Science and are more likely to succeed in school.	All librarians are women who are old, wear glasses, tie a high bun, and have a perpetual frown on their face.
All Latinos dance well.	Girls are not good at sports.
French are romantic.	All teenagers are rebels.
All Asians are experts at Kung Fu.	Only anorexic women can become models.
<b>Racial</b>	
All Australians are bullies, racists, drinkers and constantly uses swear words. They are also portrayed as lazy and stupid morons.	Russians are violent.
All Muslims are terrorists.	All Americans are cowboys.
All Blacks are lazy.	Germans are Nazis or fascists.
All Asians are sneaky.	All Middle easterners hate America.
<b>Gender</b>	
<b>Male</b>	<b>Female</b>
Men are stronger and more aggressive.	Women take forever to do anything.
Men are tough.	Women are always moody.
Men like cars.	Women like fashion magazines.
Men like car or pornographic magazines.	Women are more brilliant than men.
Men take 2 seconds to shower.	Women monopolize the bathroom.
Men take too many chances.	Women are fussy about their hair.
Men always lose all arguments against women.	Women do not drive well.
Men are better at sports.	Women always talk too long on the phone.

Every race, culture, country, religion and a community has a stereotype. It is a way of oversimplifying groups of people and is one of the easiest ways of establishing identity. By conforming to a fixed or conventional image, the identity can be recognized and understood; and, herein lies the problem. It's hard to be objective if one doesn't reject stereotypes; so, it is better not to use any stereotype and pass judgments only when you are familiar with others.

#### *Problems With Cultural Stereotypes:*

It is normal for people to categorize things, events and people because it helps them mentally organize and make sense of the world around them. It also highlights differences between categories or groups of people. People use stereotypes to make decisions about co-workers, managers and customers with little or no information about the person. A stereotyped person is not seen for who they are and what they can contribute to the business.

#### *Effects of Cultural Stereotypes*

Cultural stereotyping limits the management's ability to make the best use of their employees' skills and help them develop new skills. If a manager sees a worker as an Asian person who is good with operating machinery but not people, he may never be given the opportunity to develop those people skills and may eventually leave the company due to lack of opportunities. Cultural stereotypes affect employee morale and productivity. Employees are more likely to leave an organization if they believe that stereotypes determine how they are treated. Stereotyping often leads to decreased productivity, dissatisfied customers and reduced profits; they hinder open communication and teamwork and lead to a perception of "us and them" or in-groups and out-groups in which members guard information, using it as a form of power. Failing to include diverse employee perspectives and skills limits the company's creativity, problem solving and competitive abilities.

#### *Stereotyping Signs and Symptoms*

Diversity consultant Steve Robbins identified several situations that indicate the presence of cultural stereotyping in the workplace. High employee turnover, absenteeism and poor employee performance may be signs of stress, lack of opportunity or employee perceptions of bias based on stereotypes. A business with a strong centralized structure and a dominant decision-making style, such as "my way or the highway," is likely to engage in stereotyping and will hire employees "like us." Occasionally offering diversity and inclusion workshops may point to an inherent previous lack of ongoing commitment to cultural diversity. Finally, tolerating racist, sexist, ageist or other inappropriate jokes, comments and images may be signs that cultural stereotypes are present.

#### *Addressing Cultural Stereotypes*

Leadership is the driving force of workplace culture. Management sets the behavior standards through their words and actions, along with policies and procedures. A business must pay attention to the presence of stereotypes in its organization if it is to be successful and retain its most productive, knowledgeable employees. Regularly conducting cultural audits allows a business to examine cultural stereotypes in the context of its mission and strategic objectives. A cultural audit examines the company's attitude toward its employees, clients and stakeholders; and the nature and effect of team work and communication; employee and management responsibility, accountability, trust, inclusion and respect. It gathers feedback from employees about their perceptions of inclusion and invites suggestions for changes. Audit results identify areas for change and ongoing programs for employee awareness.

#### *Effects of Stereotyping in the Workplace:*

Stereotyping can cause people in a workplace to treat individuals or groups a certain way based on preconceived notions about that person or group. Diversity factors, including ethnicity, race, culture, religion, gender and age, all contribute to the tendency of stereotyping in an organization. Promoting a non-discriminatory workplace with openness and acceptance of individual differences helps in preventing common negative effects.

Abuse and Mistreatment:

If a worker stereotypes themselves or passively allows others to engage in stereotyping, the workplace is potentially ready for abuse or mistreatment. Employees with preconceived notions about people sometimes test the waters with basic comments or actions. If the initial behaviours are not addressed, the employees may sense that the culture promotes or accepts open displays of discrimination or mistreatment based on personal qualities; the belief only escalates the problem.

Low Morale:

A general problem with stereotyping is that it can cause low morale for the individual or group impacted or potentially make the entire workplace toxic. Employees who face constant comments, criticisms or other negative results from stereotyping can lose motivation and interest in performing their jobs. Low morale can indirectly affect workers and departments not directly involved with stereotyping behaviours. Over time, production is likely lower if the culture has a toxic morale.

Bad Working Relationships:

If teamwork and collaboration are necessary ingredients to a company's success, stereotyping is a major problem. Employees who act based on stereotypes rather than putting faith in the abilities and effort of co-workers impede group progress. In a work team, stereotyping can prevent an employee from asking for support or offering it to a particular employee. A man may not ask a woman in his team for help, for instance, if he believes that she isn't capable of understanding the task and concepts because she's female or a blond.

Legal Tension:

Allowing or accepting stereotypes and resulting behaviours can also create legal tension within the organization and there is the potential that someone affected by the discriminatory behaviours will litigate the organisation. If the organisation has a human resources department, the failure of the workers to implement and enforce fair policies and practices is a burden for HR. Successful lawsuits could financially ruin a small business, thus putting everyone in the company out of work.

**Skill Practice Exercises: FDFOP2005A-SP-0101**

Describe in 100 words your interpretation of "Cultural Diversity".

**Skill Practice Exercises: FDFOP2005A-SP-0102**

From the Stereotype examples in the topic, select 3 examples from each of the types in the table and give explanations why these are wrong.

**Case Study Answers:**

**Case Study 1:** The surgeon is his mother.

**Case Study 2:** He is very short and cannot reach the button for the 17th floor, when it is raining he takes his umbrella with him and uses that to reach the higher buttons.

**Case Study 3:** Applicant 1 as the job was in a Tattoo Shop.