



CHCDIV003

# Manage and promote Diversity

**Assessor Guide**

Assessment 3 of 3

Role play



## Assessment Instructions

### Task overview

This assessment has one [1] task:

- Step 1: Role-play 1 – Improve diversity practices in the workplace
- Step 2: Reflection and document outcomes

In this assessment, you will need to collaborate with an individual team member on a learning plan and deliver a mentoring session to build a skill.

You are required to read the scenario provided and conduct one [1] role-play.

- For role-play 1 of the assessment, you will need **one [1]** additional participant playing the role of Margaret Walsh, Assistant Educator.

You will be required to record the role-play and then upload it to the LMS, together with the assessment.



### Assessment Information

#### Submission

You are entitled to three [3] attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

#### Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

the processes for conducting the assessment (e.g., allowing additional time)  
the evidence gathering techniques (e.g., oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.



### Scenario

You are the Director of Little.ly Early Learning Centre, Hayley Schramm. You have received complaints about the behaviour of Margaret Walsh, Assistant educator, at the staff Christmas party. Remind yourself of the details of the event:

*At the Christmas gathering, Margaret Walsh, one of the team members who had been in the centre the longest, was overheard by others commenting on Varinder Patel and the status of women in her country and her religious background.*

*Margaret started by asking Varinder about her religion and some of her country's practices. Margaret was blunt and asked the questions in front of everyone else. Varinder felt like she was being attacked due to her background, gender and beliefs.*

*The conversation became heated and moved to a discussion about other families who are from different backgrounds, including one same-sex family. Margaret laughed loudly with a mocking tone during the conversation when discussing Varinder and other service families and children.*

*Other staff members began to feel uncomfortable with some of Margaret's loud remarks. She made comments toward Varinder, such as, 'Parenting is ridiculous in your country, all that co-sleeping and feeding your children by hand until they are way passed being toddlers. Why can't everyone just do it the traditional way? We all turned out alright.'*

*Following the evening, this was reported to you by several staff members, including Varinder, who was very upset.*

*You missed the conversation at the party as you had already left for the evening.*

Based on the strategies you developed in CHCDIV003 – Assessment Task 2, Case Study, you are to meet with Margaret Walsh.

### Role-play Instructions

The role-play must include yourself and participants, must not exceed **15 minutes** in duration and must address all elements of the Observation Checklists below.

Participants to engage in the role-plays may be resourced using one of the following options:

1. Peers who you are already working within the industry related to your qualification.
2. Fellow students: Please contact your fellow students via the Discussion Forum and coordinate your role-play with them directly.

If you cannot find a participant to play the role of the other team member, contact your assessor via the Discussion Forum, who will discuss options for pairing up with other students to complete this task.

#### Option 1: Peer participants

Should you complete this task with your Peers, you must fully brief all participants, providing them with the context to the role-play/meeting, a role outline to play and a copy of the observation checklist so that they can prepare for the recording.

Peers will need to state their name and job title at the start of the recording to inform consent.

#### Option 2: Fellow student participants

Fellow students participating in the recording must be provided with the context of their role and responsibilities in the session and have reviewed the assessment activity and observation checklist to prepare for the recording.

The student will need to state their name and that they are a student [as their job title] at the start of the recording to inform consent.

## Step 1: Role-play 1 – Improve diversity practices in a workplace

### Role-play Characters

- The student will be the Director, Hayley Schramm, at Little.ly Early Learning Centre
- A peer/ fellow student will be Assistant Educator Margaret Walsh.

### Instructions

In this role-play, you will participate in a discussion with one (1) Participant, who will take the role of Assistant Educator, Margaret Walsh.

The role-play should be organised at a location where participants can hold a meeting. This could be an environment set with chairs at a table.

- The student will review the details of the incident and the research and coaching plan they developed in CHCDIV003 - Assessment Task 2, Case study. The student can refer to the workplace objectives and the Inclusion and Diversity policy as the basis of the expectations they will promote.
- The Director will act as a role model by displaying behaviours that demonstrate respect and support for workplace diversity.
- The participant (peer/fellow student) playing the role of Assistant Educator Margaret Walsh will sink in their chair and avoid eye contact.
- The student acting in the role of Director, Hayley Schramm, will help Margaret Walsh acknowledge issues relating to workplace diversity and coach them in their behaviours towards colleagues and clients. The student will begin the discussion and talk about the situation that unfolded and coach Margaret through the importance and value of diversity, using tailored communication strategies for Margaret Walsh to meet her needs.
- The participant, acting as Margaret Walsh, respond to questions about their behaviour with the following:
  - *'I was just joking'.*
  - *'Why can't people take a joke anymore?'*
  - *'I'm sorry, but I really was just joking.'*
  - *'We are asked to do so many things and embrace differences – it is just exhausting. Who cares about my feelings of being accepted?'*
- The student uses the prepared coaching questions to support Margaret in identifying values and beliefs that influence her behaviour.
- The student will ask Margaret to work with them to identify practices that can be implemented to ensure a similar situation does not occur in the future. The student acting as Margaret will acknowledge their part in causing distress to others and agree to attend cultural sensitivity training and mediation with Varinder Patel.

## Step 2: Reflection and document outcomes

- As part of your coaching session, you are required to keep records of the discussion points and diversity improvement strategies that have been agreed.
- You will also reflect on the communication strategies you used to identify if they effectively met the targeted individuals and supported workplace diversity. You will use this reflection to identify potential improvements.
- Record the diversity strategies and your reflection in the Coaching Session Minutes.

### Recording instructions

Your role-play must be recorded with all participant/s captured in a virtual room using a system such as Zoom, Skype or Teams.

- Role-play 1- Collaborate and agree on learning plan - must be clearly labelled *CHCDIV003\_03\_Role play 1 <<Student Name>>* and submitted with your assessment for marking.

Consent to participate in the recording must be captured for all participants at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

*"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."*

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Include this recording as part of your assessment submission.

# Assessor Observation Checklist

## Assessor instructions:

The assessor must watch the recording and complete the below Observation Checklist to ensure the student has met all requirements. Throughout the role-play, the student will provide information and receive feedback relating to the role-play that has been provided to the participant.

Below is a table for you to assess the student if they have demonstrated competency in this task.

### Observation Checklist

*To be completed by the assessor*

#### Step 1: Role-play 1 – Improve diversity practices in a workplace

During the Role Play, the student must demonstrate the following:

Observed

Assessor Comments

1	<p>Use the details of the research and coaching plan developed in CHCDIV003 - Assessment Task 2, Case study. Use the Little.ly workplace objectives and Inclusion and Diversity policy as the basis of the expectations they will promote.</p> <p><b>Look for:</b></p> <p>The student must introduce and follow the coaching agenda developed in CHCDIV003 - Assessment Task 2, Case study.</p> <p>The student uses and refers to the Little.ly workplace objectives and Inclusion and Diversity policy as the basis of the expectations they will promote.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	
2	<p>Act as a role model by displaying behaviours that demonstrate respect and support for workplace diversity.</p> <p><b>Look for:</b></p> <p>The student will demonstrate attitudes and behaviours that provide a role model for others of sound diversity practices and demonstrate respect for diversity. Options could include showing respect and inclusivity for all, being sensitive to cultural differences and being objective during the investigation process.</p> <p><b>Behaviours could include:</b></p> <ul style="list-style-type: none"> <li>• showing respect and inclusivity for all</li> <li>• acting fairly and being consistent towards all</li> <li>• using inclusive language and reasonable adjustment to ensure accessibility for all</li> <li>• using active listening, showing empathy and compassion.</li> </ul>		



<p>3</p>	<p>Coach the participant acting in the role of Margaret Walsh to guide and help acknowledge issues relating to workplace diversity and improve their management of workplace diversity for colleagues and clients. Coach Margaret Walsh through the importance and value of diversity using tailored communication strategies for Margaret Walsh to meet her needs.</p> <p>Look for:</p> <p>The participant role-playing Margaret Walsh will provide the scripted responses.</p> <p>The student will coach the participant acting in the role of Margaret Walsh to guide and help them acknowledge issues relating to workplace diversity and improve their management of workplace diversity. Coach Margaret Walsh through the importance and value of diversity.</p> <p>The student will follow the coaching and mentoring conversation agenda:</p> <ul style="list-style-type: none"> <li>• Review of the specific breach of diversity practices</li> <li>• Discussion of the impact of the behaviour on the service and staff</li> <li>• Coaching questions to identify the root cause of the behaviour, e.g., biases</li> <li>• Exploration of potential solutions and alternatives</li> <li>• Development of an action plan to address the behaviour</li> <li>• Follow-up and accountability</li> </ul> <p>The student will use the prepared coaching questions to support Margaret in identifying values and beliefs that influence her behaviour and to identify, such as</p> <ul style="list-style-type: none"> <li>• Let's explore what might have led you to act this way.</li> <li>• What could you have done differently in this situation?</li> <li>• What steps can we take to ensure that this behaviour does not happen again in the future?</li> <li>• What will be the next steps to address this issue and hold you accountable?</li> <li>• What resources or support do you need to make these positive changes?</li> </ul> <p>The student will display effective interpersonal communication skills throughout the coaching conversation, such as active listening, asking clarifying questions and displaying empathy and respect for Margaret to show understanding of different perspectives.</p> <p>The student will ensure they implement tailored communication strategies for Margaret Walsh to meet her needs. For example, using active listening,</p>	<p><input type="checkbox"/>Yes</p> <p><input type="checkbox"/>No</p>	
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	inclusivity, cultural sensitivity and making reasonable adjustments to suit Margaret.		
4	<p>Work with others to identify work practices that can be put in place to ensure a similar situation does not occur in the future.</p> <p>Look for:</p> <p>The student, throughout the role-play, will ensure that they develop work practices and undertake planning for improvements in a manner that shows respect for workplace diversity. Behaviours could include being inclusive, inviting other contributions, valuing contributions and welcoming diverse opinions to ensure better decisions are made.</p> <p>The student will positively acknowledge Margaret Walsh's acknowledgement of their part in causing distress to others and agree to attend cultural sensitivity training and mediation with Varinder Patel.</p>	<input type="checkbox"/> Yes  <input type="checkbox"/> No	
<b>Step 2: Reflection and document outcomes</b>			
5	<p>Document the records of the discussion points and diversity improvement strategies that have been agreed.</p> <p>Look for:</p> <p>The student will document the discussion points that were covered during coaching. The student will document the diversity strategies agreed upon during the coaching session. Responses will be as minutes of the meeting and will follow the agenda, such as:</p> <ul style="list-style-type: none"> <li>Breach of diversity practices was reviewed, and the impact of the behaviour on the service and staff using the service diversity and inclusion plan and policy.</li> </ul> <p>Responses will document the agreements that were reached, such as:</p> <ul style="list-style-type: none"> <li>It was agreed that the student would attend diversity sensitivity training and mediation with the parties involved.</li> </ul> <p>Responses will be in the student's own words and will vary but will reflect the sample answer.</p> <p>Sample answer provided in the Coaching Session Minutes.</p>		
6	<p>Reflect on the communication strategies used to identify their effectiveness in meeting the targeted individual and support workplace diversity. The reflection will identify potential improvements.</p>		



	<p>Look for:</p> <p>The student will reflect on the communication strategies used to identify their effectiveness in meeting the targeted individual and supporting workplace diversity. For example, the student will reflect on the impact of the discussion and words selected on the receiver.</p> <p>The reflection will identify potential improvements. For example, areas could be used to improve accessibility or provide options for reasonable adjustments to meet the receiver's needs.</p> <p>Responses will be in the student's own words and will vary but will be a genuine reflection of the session and identify improvements. The sample answer is for demonstration purposes only. The word count is to be used as a guide only.</p> <p>Sample answer provided in the Coaching Session Minutes</p>		
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# Attachment: Role-play 1

## Coaching Session Minutes

Coaching Session Minutes	
Name of person being coached:	Margaret Walsh
Manager's name:	Hayley Schramm
Topic:	Improve diversity practices in a workplace
Date:	Today's date
Document the discussion points covered during the coaching session. [240-260 words]	
<ul style="list-style-type: none"> <li>• Breach of diversity practices was reviewed, and the impact of the behaviour on the service and staff using the service diversity and inclusion plan and policy.</li> <li>• Discussion occurred on the impact of the behaviour on the service, including risks to reputation and interactions/relationships with diverse families if negative values were expressed. The impact on the staff was also discussed, with Varinder feeling upset and comfortable. The risk to staff turnover was also discussed if staff from diverse backgrounds or with a clear social justice view decided to leave the service.</li> <li>• Coaching questions were used to identify the root cause of the behaviour, e.g., biases including the following:               <ul style="list-style-type: none"> <li>○ Let's explore what might have led you to act this way.</li> <li>○ What could you have done differently in this situation?</li> <li>○ What steps can we take to ensure that this behaviour does not happen again in the future?</li> <li>○ What will be the next steps to address this issue and hold you accountable?</li> <li>○ What resources or support do you need to make these positive changes</li> </ul> </li> <li>• Discussion occurred to explore potential solutions and alternatives and to develop an action plan to address the behaviour. The strategies are documented below.</li> <li>• The meeting agreed on the follow-up activities of an additional mentoring session once Margaret has attended the refresher training. Margaret agreed to be accountable to the Director to engage positively in the refresher training and welcome the additional mentoring. A review was scheduled for 1 month.</li> </ul>	
Document diversity improvement strategies that have been agreed upon during the coaching session. [50-70 words]	
<ul style="list-style-type: none"> <li>• Provide restitution for Varinder and hold a mediation session between Margaret and Varinder</li> <li>• Coaching and mentoring Margaret on inclusion and diversity practices</li> <li>• Remind all staff of the Inclusion and Diversity Policy and service diversity objectives</li> <li>• Hold a team reflection on Diversity beliefs and practices</li> <li>• Margaret is to attend refresher training on Cultural Sensitivity and Awareness.</li> </ul>	
Reflect on the communication strategies used to identify their effectiveness in meeting the targeted individual and support workplace diversity. The reflection will identify potential improvements. [200-250 words]	
I used the Little.ly style guide to prepare my discussion points so I could ensure that the language I used was approved by the service and was inclusive and supported diversity. It was helpful as it	

guided me on the service's preferred tone, appropriate wording, and approved abbreviations and acronyms.

It was also good as I felt I was on a firm footing and establishing respectful communication guidelines. I ensured that I used active listening, inclusivity, and cultural sensitivity can help create a more positive and effective communication culture.

I had difficulties when Margaret became upset and defensive. I reflected on whether this was the communication I used or the nature of a difficult conversation. I believe it was the nature of the conversation. However, I could have prepared Margaret better for the session by giving her the incident report, so she knew what was being discussed. I gave her the agenda but did not include much detail about the event, which caused the need to discuss it. I could have also used reasonable adjustment and given her the policy and workplace objectives ahead of time, so she was better prepared for the diversity conversation.

Signature:

Signature of student

## Assessment Checklist

Students must have completed all tasks within this assessment before submitting. This includes:

<b>Step 1: Role-play 1 – Improve diversity practices in a workplace</b>	
Record and submit role play video	<input type="checkbox"/>
<b>Step 2 – Reflection and document outcomes</b>	
Coaching Session Minutes	<input type="checkbox"/>



**Congratulations, you have reached the end of Assessment 3!**

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