Localities Embracing and Accepting Diversity (LEAD)
Workplace diversity and anti-discrimination assessment tool

VicHealth™

Contents

Introduction

The demographic compositions of Australian workforces are changing. Victoria is one of the fastest growing and most diverse states in Australia. Harnessing diversity is therefore essential to facing new challenges in terms of productivity, skill shortages, global labour market competition and an ageing population (Berman & Victorian Equal Opportunity and Human Rights Commission 2008; Nicholas et al. 2001). Evidence has shown that racial diversity supports creativity and innovative thinking, greater employee commitment and team performance, larger market share, and better customer and client satisfaction (Paradies et al. 2009).

There is also an increasing need to respond to issues of race-based anti-discrimination in the workplace. Race-based anti-discrimination has negative outcomes for individuals and society, resulting in considerable social and economic costs. There is strong evidence of a link between race-based anti-discrimination and ill-health, especially mental health problems such as anxiety and depression (Paradies 2006; Williams & Mohammed 2009).

In the workplace, where many people spend a large proportion of their time, race-based anti-discrimination is associated with increased blood pressure, poor job quality, reduced organisational productivity, commitment, trust, satisfaction and morale as well as increases in cynicism, absenteeism and staff turnover (Trenerry, Franklin & Paradies 2012). Loss of productivity, skills and innovation are also major costs arising from discrimination in the workplace (Trenerry, Franklin & Paradies 2012).

Why focus at the workplace level?

Workplaces have been identified both as places where race-based anti-discrimination occurs and as a priority setting where anti-discrimination and diversity can be supported and enhanced (Trenerry, Franklin & Paradies 2012). Workplaces provide a natural environment for contact between people from diverse racial, ethnic, cultural, religious and linguistic backgrounds. Therefore, workplaces can play an important role in modelling and enforcing anti-discrimination standards.

Legislative requirements under the *Victorian Charter of Human Rights and Responsibilities 2006* and the *Victorian Equal Opportunity Act 2010* include obligations for employers and workplaces relating to race, ethnicity and religion. This provides a strong case for taking a more proactive approach to responding to diversity and discrimination in the workplace.

Benefits of conducting a workplace assessment

Undertaking a workplace assessment is a proven approach to supporting best practice in workplace diversity and anti-discrimination (Trenerry, Franklin & Paradies 2010; Trenerry & Paradies 2012). Conducting a workplace assessment provides a process for reviewing and planning for improved practice across a range of organisational functions. The assessment process gathers baseline information from which to plan for diversity and anti-discrimination and against which progress can be measured. Therefore, the process functions as both a planning tool and as a means to establish organisational accountability. The very process of undertaking a workplace assessment makes a strong statement to your workforce, clients and community that your organisation values diversity and is committed to creating a workplace environment that is free from discrimination.

Purpose of the workplace assessment tool

The workplace diversity and anti-discrimination assessment tool has been designed to guide organisations through a series of best practice statements and examples. The tool has been structured to assess current policy and practice through the involvement of an internal assessment committee consisting of representatives from key organisational areas, including human resources, senior leadership, community services, administration, finance, communications and policy and planning, as well as individuals whose job roles are directly concerned with diversity issues. Senior leadership and other employees are also encouraged to support and participate in the process.

While the tool functions as a stand-alone self-assessment process, there is also the opportunity to bring in support of external parties to provide additional expertise and prevent bias. For example, external parties might include experts who have a strong understanding of workplace diversity and anti-discrimination issues who can provide advice, facilitate meetings and keep discussion on track. Researchers could also be engaged to conduct formal interviews and focus groups with employees so that issues about current policy and practice can be aired freely. Through the assessment process, the tool collects important information about current policy and practice from a variety of sources, including organisational documents, discussion or formal interviews and focus groups with employees. Findings and recommendations from the assessment process inform the development of an action plan.

The tool has been developed in the context of internal workplace and employee issues and does not focus on organisational functions relating to service delivery or external community engagement. The tool also focuses at the level of organisational policy and practice. Additional information about individual employee attitudes, behaviours and experiences can be gathered through other evaluative tools, such as employee surveys.

Committing to an ongoing process of assessment

The process of organisational assessment should be viewed as an ongoing process. This tool recognises that some organisations will be further along in this process, while others may just be beginning. Whichever stage your organisation is at, the tool provides an opportunity to engage in an ongoing process of assessment and planning, which can be reviewed according to organisational needs, for example annually or biennially.

The tool functions as a guide to generate discussion and reflection, rather than as a measure of organisational or individual performance. A key purpose of the tool is to identify key organisational strengths, as well as opportunities for continuous learning and improvement. As a planning tool, the assessment also provides the opportunity to set realistic goals for progressing issues of diversity and anti-discrimination within the workplace, over both the short and long term.

Development of the workplace assessment tool

The workplace diversity and anti-discrimination assessment tool has been developed following a comprehensive review of global literature on how to best assess workplace policy and practice in relation to diversity and anti-discrimination.[1] A key finding of the review was that a tool to assess diversity and anti-discrimination workplace practices within an Australian context was not currently available, which led to the development of this tool.

The tool was developed for organisations taking part in a place-based pro-diversity and anti-discrimination program run by VicHealth: the Localities Embracing and Accepting Diversity (LEAD) Project.[2] The tool has been piloted with two local government councils in Victoria. Based on this piloting, the tool has been refined for use within other organisational settings.

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[1] The Racial Diversity Workplace Assessment Tool was developed through an integration of key theoretical concepts and best-practice examples gained from a review of global literature and approaches to organisational assessment (see Trenerry et al. 2010). While the development of the tool encompasses a broad spectrum of theoretical issues considered in this review, specific items were drawn and adapted from the following sources, based on their suitability for Australian workplace settings (see Bowen 2004; Department of Immigration and Citizenship 2008; Executive Leadership Foundation 2003; University of Melbourne, Merri Community Health Services and the Centre for Culture, Ethnicity and Health 2014; Mungabareena Aboriginal Corporation & Women's Health Goulburn North East 2008).

[2] See the VicHealth website for more information on LEAD: www.vichealth.vic.gov.au

Conducting the assessment

How to conduct the assessment

The following acts as a guide to the number of steps involved in conducting a workplace assessment.

Table 1: Suggested steps in conducting a workplace assessment

No.	Task	Person(s) responsible	Purpose/further details	Suggested steps
1	**Communication**	Board, chief executive officer (CEO) and senior leadership	Support from the board, CEO and senior leadership is critical for the gaining of support for the assessment process.	Support for the workplace assessment can be shown through written or verbal communication to staff and ensuring that necessary time and resources are available to conduct the assessment (e.g. before the assessment is undertaken, the CEO or board member could issue a general announcement to all staff about the purpose of the assessment, what may be expected of staff, and what the organisation will do with the findings).
2	**Establish an assessment committee**	Assessment committee Input from CEO and senior leadership	This working group takes central responsibility for coordinating and providing oversight to the assessment process.	An assessment committee of approximately 6 to 8 people is established to lead the assessment process. This includes staff representing key functions within the organisation such as human resources, senior leadership, community services, administration, finance, communications and policy and planning, as well as individuals whose job roles are directly concerned with diversity issues. The team itself should reflect the diversity of the workforce. People who are well positioned within the organisation and sensitive to diversity issues should be appointed to lead the assessment process and chair assessment committee meetings. Alternatively, external parties who have a strong understanding of workplace diversity and anti-discrimination issues may be invited to facilitate meetings and help to prevent bias.

No.	Task	Person(s) responsible	Purpose/further details	Suggested steps
3	**Identification of documents**	Assessment committee	Organisational documents provide an indication of organisational policy and practice and support responses on the assessment tool.	The assessment committee identifies key organisational documents to be reviewed in the assessment process, such as: • mission, vision, values statement • organisational website • staff, board and volunteer orientation materials • annual reports • strategic plans • multicultural, diversity and reconciliation plans • human resource strategic plans, policy and procedures manual • copies of current and recent job postings, with associated position descriptions • dissemination policies and procedures for job postings • selection, recruitment and interviewing guidelines • performance evaluation guidelines • data on race, ethnicity, culture, religion and/or spoken languages collected in human resource management systems • other relevant documents.
4	**Completing the assessment tool**	Assessment committee	Through a process of discussion, the assessment committee identifies current policy and practice for each question on the assessment tool.	The assessment committee reviews documents before meeting to work through the assessment tool. Based on these documents, the committee works through each question in the assessment tool. Key discussion points and responses are recorded in the assessment tool. Other staff may be approached to assist with data gathering activities. This could include discussion with key staff, or formal interviews/focus groups conducted by an external party so that issues can be aired freely and to prevent bias.
5	**Finalising the assessment tool**	Assessment committee	The assessment committee finalises responses in the assessment tool.	The assessment committee should now be in a position to finalise responses in the assessment tool, including recommendations and priorities for further action.
6	**Action planning and communication to staff**	Assessment committee	Involving the board and/or senior leadership in the development of the action plan and communicating it to all staff provides ongoing accountability to the assessment process.	In the final stage of the assessment process, assessment committee members develop an action plan. The Board and/or senior leadership should be involved in developing and endorsing the action plan and communicating the plan to all staff.

How long does the workplace assessment take?

Depending on the size of the organisation and the complexity of the issues discussed, the assessment process can be completed over a half or full day meeting of the assessment committee or over a number of meetings. An initial meeting should be held to introduce members to the assessment tool and process, and to identify organisational documents. Sufficient time should then be provided for members to read through organisational documents before meeting to work through items in the tool. Assessment committee members should be encouraged to read through all documentation and attend all meetings.

Further recommendations for an effective assessment process

To ensure that the process of assessment is effective in improving workplace diversity and anti-discrimination, further recommendations include:

- engage the Board and/or senior leadership early on to endorse and support the assessment process (e.g. senior leadership may be approached to nominate and approach employees for their involvement on the assessment committee. The Board and/or senior leadership should again be engaged in developing the action plan and communicating findings to all staff

- if feasible, engage an independent skilled facilitator who has a strong understanding of workplace diversity and anti-discrimination issues to guide the process and keep discussion on track

- encourage assessment committee members to read through all documentation and attend all meetings. If feasible, structure meetings to include a longer half day or full day meeting to ensure all members are in attendance and that momentum is maintained

- manage group dynamics and potential resistances by reinforcing that the assessment is not about individual or organisational performance but a commitment to addressing gaps in practice and policy

- ensure that the people from diverse racial, ethnic, cultural, religious and linguistic backgrounds are well represented in the group as these individuals may have a clearer understanding of how process and policies create unfair treatment and inequality

- be realistic in setting of actions and priorities according to organisational needs and priorities

- provide opportunities for assessment committee members to reflect on how the process has changed their own thinking and practice. Changes to individual practice are another important outcome of the assessment process.

Glossary of terms

An Aboriginal and/or Torres Strait Islander person is someone who:

- is a descendent of the First Peoples of Australia
- identifies as an Aboriginal and/or Torres Strait Islander person
- is accepted by the community in which they live as an Aboriginal and/or Torres Strait Islander person.

Anti-discrimination refers to treatment which results in equal power, resources or opportunities across people from different racial, ethnic, cultural and/or religious backgrounds (Paradies et al. 2009).

Diversity is used to describe variation between people in terms of a range of factors including ethnicity, national origin, gender, ability, age, physical characteristics, religion, values, sexual orientation, socioeconomic class, or life experiences (Bowen 2004). For this resource, 'diversity' is used as a shorthand term and refers to racial, ethnic, cultural, religious and/or linguistic diversity. The term is inclusive of Aboriginal and/or Torres Strait Islander people.

Race-based anti-discrimination refers to those behaviours or practices that result in avoidable and unfair inequalities across groups in society on the basis of race, ethnicity, culture and/or religion (Paradies et al. 2009).

Workplace diversity and anti-discrimination assessment tool

Structure of the tool

The tool is structured according to five domains representing key organisational functions, as outlined below.

Domain 1 Organisational profile

This domain provides a profile of the organisation, including the extent to which a commitment to diversity and anti-discrimination is reflected in organisational goals, values and statements and the physical environment. Organisational goals, values and statements provide information on organisational commitment to diversity and anti-discrimination, while the physical environment, including signs and symbols and other measures to accommodate diversity in the workplace, help to provide a welcoming environment for people from diverse racial, ethnic, cultural, religious and linguistic backgrounds. The physical environment can be assessed by walking through the organisational buildings, office and meeting spaces and staff amenities.

Domain 2 Diversity planning and resources

This domain assesses whether the organisation has a workforce diversity plan and other resources to support diversity and anti-discrimination in the workplace. Key questions include the extent to which the organisation plans for and sets goals for increasing the diversity of the workforce; has policies and procedures for addressing race-based anti-discrimination in the workplace and makes resources available to support diversity and anti-discrimination activities.

Domain 3 Communications

This domain assesses organisational communications and the extent to which the organisation provides guidelines, protocols and other resources for staff for communications in relation to people from diverse backgrounds. Organisational communications, such as key publications and the organisational website, provide important information about the organisation and the extent to which the organisation supports diversity and anti-discrimination. Ensuring that organisational publications contain images of people from diverse racial, ethnic, cultural, religious and linguistic backgrounds, are free from bias and use appropriate terminology can enable people from diverse backgrounds to feel welcome and included. The development of guidelines and protocols also provides important information to staff about how to communicate in relation to people from diverse backgrounds.

Domain 4 Human resources

This domain assesses key human resource and employment policies, processes and practices to support the employment and retention of people from diverse racial, ethnic, cultural, religious and linguistic backgrounds, as well as opportunities for training and rewarding staff performance in relation to workplace diversity and anti-discrimination. This includes recruitment and selection processes, the involvement of managers and retention processes, diversity and anti-discrimination training programs for staff and managers, performance reviews and exiting processes. Human resource and employment practices are essential to increasing and managing workforce diversity. This is especially important given that significant barriers exist for people from diverse backgrounds in seeking and gaining employment. Many of these barriers are hidden and subtle, such as recruitment practices that are inaccessible to people from diverse backgrounds and biases in selection (Dipboye & Colella 2005).

Domain 5 Data collection and monitoring

This domain assesses the collection and monitoring of employee data, compliance with anti-discrimination regulations and laws, monitoring of complaints of race-based anti-discrimination in the workplace, and the evaluation of diversity initiatives and programs. The collection and ongoing monitoring of employee data provides important information about the composition of the workforce, where the diverse composition of the workforce is an important indicator of organisational commitment to diversity. Ongoing data collection and monitoring of, for example, complaints of race-based anti-discrimination, and evaluation of diversity initiatives provides an important foundation from which to measure progress in relation to workplace diversity and anti-discrimination.

Instructions for completing the table

The table comprises five columns, which can be completed as follows:

- **Column 1** – Item description (not to be completed).
- **Column 2** – Examples of best practice to guide discussion of the assessment committee (not to be completed).
- **Column 3** – Record key discussion points of current policy and practice through the assessment committee process.
- **Column 4** – List supporting documents, including policies, procedures, publications or website materials. Documents can be attached or saved in an electronic file with the final version of the assessment tool.
- **Column 5** – List recommendations for further action and note the priority for each action item on the scale from 1 (lowest) to 5 (highest) or not applicable (N/A).

Domain 1 Organisational profile

This domain provides a profile of the organisation, including the extent to which a commitment to diversity and anti-discrimination is reflected in organisational goals, values and statements and the physical environment.

Commitment to diversity and anti-discrimination				
Item	**Best-practice examples**	**Current policy and practice**	**Supporting documents**	**Recommendations and priorities for further action**
1.1. The organisation values, and is committed to, diversity and anti-discrimination	• A commitment to diversity and anti-discrimination is an explicit part of the organisation's mission, values, goals and other relevant documents • Organisational commitment to diversity and anti-discrimination is regularly communicated and promoted to staff			**Priority** 1 2 3 4 5 N/A ○ ○ ○ ○ ○ ○ *Low . . . . High*
Creating a welcoming environment				
1.2. The organisation acknowledges and provides a welcoming environment for Aboriginal and Torres Strait Islander people and communities	• There is a policy or acknowledgment statement recognising Aboriginal and Torres Strait Islander people as First Peoples and Traditional Owners of the land • There is specific signage and symbols of welcome in recognition of Aboriginal and Torres Strait Islander people and communities (e.g. flags, acknowledgement plaques, posters, artwork)			**Priority** 1 2 3 4 5 N/A ○ ○ ○ ○ ○ ○ *Low . . . . High*
1.3. The organisation provides a welcoming environment for people from diverse racial, ethnic and cultural backgrounds	• The physical environment reflects the diversity of the workforce and local community or service population • Examples include signage, décor, reading materials, posters, noticeboard items, staff amenities, prayer rooms, catering options			**Priority** 1 2 3 4 5 N/A ○ ○ ○ ○ ○ ○ *Low . . . . High*

Domain 2 Diversity planning and resources

This domain assesses whether the organisation has a workforce diversity plan and other resources to support diversity and anti-discrimination in the workplace. Key questions include the extent to which the organisation plans for and sets goals for increasing the diversity of the workforce; has policies and procedures for addressing race-based anti-discrimination in the workplace and makes resources available to support diversity and anti-discrimination activities.

Diversity planning				
Item	**Best-practice examples**	**Current policy and practice**	**Supporting documents**	**Recommendations and priorities for further action**
2.1. The organisation plans for workforce diversity	• Workforce diversity plans specify goals for the composition of the workforce and strategies for achieving these goals • Workforce diversity planning is linked to strategic planning processes • Senior leadership and managers are actively involved in workforce diversity planning and communicating plans to the workforce • Workforce diversity plans have been developed in consultation with staff, including staff from diverse backgrounds			**Priority** 1 2 3 4 5 N/A ◯ ◯ ◯ ◯ ◯ ◯ *Low . . . . High*
2.2. The organisation has specific policies and procedures on responding to race-based anti-discrimination	• Policies and procedures include procedures on anti-discrimination code of practice and consequences for staff engaging in discriminatory practice and behaviour • Policies and procedures include a process for making and responding to complaints of race-based anti-discrimination • Policies and procedures include examples of discriminatory practice and behaviour			**Priority** 1 2 3 4 5 N/A ◯ ◯ ◯ ◯ ◯ ◯ *Low . . . . High*

Organisational resources

Item	Best-practice examples	Current policy and practice	Supporting documents	Recommendations and priorities for further action
2.3. The organisation allocates adequate resources to workforce/ workplace diversity and anti-discrimination	• There is a position(s) designated to handle workforce/workplace diversity issues • A committee of key people within the organisation, including senior managers, coordinates and oversees workforce/workplace diversity issues • Internal and external diversity expert(s) are consulted in developing or modifying the organisation's workforce/workplace diversity practices when needed			**Priority** 1　2　3　4　5　N/A ○○○○○　○ *Low . . . . High*
2.4. The organisation has a calendar of significant cultural and religious observances	• The calendar is regularly maintained and communicated and promoted to staff (e.g. the significance of certain days or periods) • Significant days or periods are taken into account when planning meetings and other events (e.g. catering requirements)			**Priority** 1　2　3　4　5　N/A ○○○○○　○ *Low . . . . High*

Domain 3 Communications

This domain assesses organisational communications and the extent to which the organisation provides guidelines, protocols and other resources for staff for communications in relation to people from diverse backgrounds.

Communications				
Item	**Best-practice examples**	**Current policy and practice**	**Supporting documents**	**Recommendations and priorities for further action**
3.1. The organisation has a process for communications in relation to people from diverse racial, ethnic, cultural, religious and linguistic backgrounds	• The organisation has a process, protocol or style guide for all communications in relation to people from diverse backgrounds • Processes and protocols have been developed in consultation with people from diverse racial, ethnic and cultural backgrounds to ensure appropriate terminology is used (e.g. for the local area) • Processes and protocols are communicated to all staff			**Priority** 1　2　3　4　5　N/A ○　○　○　○　○　　○ *Low . . . . High*
3.2. Organisational publications contain references to and images of people from diverse racial, ethnic, cultural, religious and linguistic backgrounds	• The organisation maintains a library of images of people from diverse backgrounds to include in publications • A diverse range of images are used on all publications, including the organisational website and other promotional material			**Priority** 1　2　3　4　5　N/A ○　○　○　○　○　　○ *Low . . . . High*
3.3. There is a process for monitoring policies, communications and publications	• Written policies and publications are monitored to eliminate bias and ensure inclusive language			**Priority** 1　2　3　4　5　N/A ○　○　○　○　○　　○ *Low . . . . High*

Domain 4 Human resources

This domain assesses key human resource and employment policies, processes and practices to support the employment and retention of people from diverse racial, ethnic, cultural, religious and linguistic backgrounds, as well as opportunities for training and rewarding staff performance in relation to workplace diversity and anti-discrimination.

Recruitment				
Item	**Best-practice examples**	**Current policy and practice**	**Supporting documents**	**Recommendations and priorities for further action**
4.1. Job advertisements and application information is accessible to people from diverse racial, ethnic, cultural, religious and linguistic backgrounds	• Job advertisements are written in plain English • Job application information includes a statement regarding organisational commitment to diversity, anti-discrimination and equal opportunity • Job application information includes a plain English guide on how to apply • Images of people from diverse backgrounds are included in promotional material • Jobs are advertised through culturally and linguistically diverse media outlets (e.g. ethnic community newspapers, Koori Mail, radio), formal and informal community organisations and networks • The organisation engages and advertises jobs with employment agencies who specialise in finding candidates from diverse backgrounds			**Priority** 1 2 3 4 5 N/A ○ ○ ○ ○ ○ ○ *Low . . . . High*
4.2. Position descriptions and selection criteria are relevant and accessible to people from diverse racial, ethnic, cultural, religious and linguistic backgrounds	• Position descriptions and selection criteria are written in plain English • Selection criteria are clear and realistic and include only the skills, qualifications and experience required for the job • The number of selection criteria are reduced or prioritised according to the requirements of the job • Valuing diversity and working in a diverse workforce is specified in position descriptions and/or selection criteria			**Priority** 1 2 3 4 5 N/A ○ ○ ○ ○ ○ ○ *Low . . . . High*

Item	Best-practice examples	Current policy and practice	Supporting documents	Recommendations and priorities for further action
4.3. The organisation provides work experience opportunities and employment pathways to support the employment of people from diverse racial, ethnic, cultural, religious and linguistic backgrounds	• Work experience, work placement or work-ready programs • Traineeships, cadetships and graduate programs (e.g. linking with Australian Public Service programs)			**Priority** 1 2 3 4 5 N/A ○ ○ ○ ○ ○ ○ *Low* .... *High*
Selection				
4.4. The organisation is committed to breaking down barriers in the selection process for applicants from diverse racial, ethnic, cultural, religious and linguistic backgrounds	• All qualified applicants with eligibility to work in Australia are considered (e.g. regardless of local work experience) • Shortlisting processes include measures to monitor bias towards applicants from diverse backgrounds (e.g. identifying information is removed from applications before assessment) • Interview panels are aware of discriminatory practices in selection and are aware of the barriers in selection processes for people from diverse backgrounds • Interview panels include people from diverse racial, ethnic and cultural backgrounds • Measures to positively discriminate towards applications of equal merit from diverse backgrounds are considered in order to build a diverse workforce			**Priority** 1 2 3 4 5 N/A ○ ○ ○ ○ ○ ○ *Low* .... *High*

Retention and management				
Item	**Best-practice examples**	**Current policy and practice**	**Supporting documents**	**Recommendations and priorities for further action**
4.5. The organisation actively supports the retention of people from diverse racial, ethnic, cultural, religious and linguistic backgrounds	• The organisation has a formal plan and process for retaining staff from diverse backgrounds • Where necessary, there are positions with responsibility for retaining staff from diverse backgrounds • The organisation has a mentoring program • The organisation supports informal or formal networking groups for employees from diverse racial, ethnic and cultural, religious and linguistic backgrounds • The organisation supports English language courses for employees not proficient in English • Where necessary, the organisation provides documents in languages other than English to assist employees not be proficient in English (e.g. employment forms, policies) • Significant cultural and religious observances are accommodated through leave and flexible working arrangements			**Priority** 1 2 3 4 5 N/A ○ ○ ○ ○ ○ ○ *Low . . . . High*
4.6. The organisation requires active support from managers in the employment and retention of people from diverse racial, ethnic, cultural, religious and linguistic backgrounds	• The organisation considers specialised training for managers in valuing diversity and non discrimination, including awareness of employment barriers for people from diverse backgrounds, and processes for responding to complaints of race-based anti-discrimination • Managers support opportunities for staff from diverse backgrounds to develop new skills and gain practical experience working at higher levels (e.g. acting temporarily in these roles, secondments)			**Priority** 1 2 3 4 5 N/A ○ ○ ○ ○ ○ ○ *Low . . . . High*

Item	Best-practice examples	Current policy and practice	Supporting documents	Recommendations and priorities for further action
4.7. The organisation recognises and rewards performance in relation to diversity and anti-discrimination	• Performance review guidelines include adherence to organisational values such as valuing diversity and non discriminatory standards • Employee practice and behaviour in relation to diversity and anti-discrimination is acknowledged and rewarded (e.g. acknowledgement at meetings, diversity awards or other incentives)			**Priority** 1 2 3 4 5 N/A ○ ○ ○ ○ ○ ○ *Low* .... *High*
Training				
4.8. The organisation provides induction and ongoing training to all employees	• The induction program for new employees and ongoing training covers organisational commitment to diversity and anti-discrimination • Induction and ongoing training covers procedures on anti-discrimination code of practice and consequences for staff engaging in discriminatory practice and behaviour, as well as the process for making and responding to complaints of race-based anti-discrimination • Additional training is provided for staff in working with people from diverse backgrounds (e.g. cultural competency training)			**Priority** 1 2 3 4 5 N/A ○ ○ ○ ○ ○ ○ *Low* .... *High*
Exiting processes				
4.9. The organisation provides an exiting process for all employees, including staff from diverse racial, ethnic, cultural, religious and linguistic backgrounds	• Exiting processes are appropriate for people from diverse backgrounds (e.g. an interview is conducted rather than a survey; interview is conducted by someone other than the employee's immediate supervisor) • Exit processes include questions about experiences of working in a diverse workplace and experiences of unfair treatment			**Priority** 1 2 3 4 5 N/A ○ ○ ○ ○ ○ ○ *Low* .... *High*

Domain 5 Data collection and monitoring

This domain assesses the collection and monitoring of employee data, compliance with anti-discrimination regulations and laws, monitoring of complaints of race-based anti-discrimination in the workplace, and the evaluation of diversity initiatives and programs.

Data collection and monitoring

Item	Best-practice examples	Current policy and practice	Supporting documents	Recommendations and priorities for further action
5.1. The composition of the workforce includes people from diverse racial, ethnic, cultural, religious and linguistic backgrounds	• The workforce composition represents staff from a diverse range of backgrounds (e.g. HR employee data)			**Priority** 1 2 3 4 5 N/A ○ ○ ○ ○ ○ ○ *Low .... High*
5.2. The organisation monitors employee data in line with workforce diversity goals	• Workforce composition data matches Census data for the local community or service population • Data is monitored and compared for retention, promotion, seniority and turnover rates across diverse groups			**Priority** 1 2 3 4 5 N/A ○ ○ ○ ○ ○ ○ *Low .... High*
5.3. The organisation is compliant with anti-discrimination and equal opportunity legislative and policy requirements and reviews complaints of race-based anti-discrimination	• The organisation reviews its compliance with anti-discrimination and equal opportunity regulations and laws • The organisation regularly reviews complaints of race-based anti-discrimination to identify any recurring or ongoing problem areas • The organisation regularly reviews processes for receiving and responding to complaints of race-based anti-discrimination			**Priority** 1 2 3 4 5 N/A ○ ○ ○ ○ ○ ○ *Low .... High*
5.4. The organisation evaluates diversity and anti-discrimination initiatives and programs	• The organisation documents employee feedback and suggestions in relation to diversity and anti-discrimination initiatives and programs in terms of employee involvement and satisfaction and effectiveness in meeting established goals • The organisation formally evaluates diversity and anti-discrimination initiatives by using multiple methods (e.g. surveys, employee interviews and focus groups)			**Priority** 1 2 3 4 5 N/A ○ ○ ○ ○ ○ ○ *Low .... High*

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