

SHARMINI

What issues are likely to arise?	Supports you need
<ul style="list-style-type: none"> <li>- Working as a DSW using it as a stepping stone</li> <li>- As a young mother with a family/education she may be overwhelmed</li> <li>- Commitment to workplace?</li> <li>- In Perth for 2 years limited language skills</li> <li>- Religious practises that may create barriers</li> <li>- Has high expectations that may not be met (may face discrimination)</li> <li>- Not valuing 'disability support work'</li> <li>- Feelings of superiority that she may inject into the workplace</li> <li>- Burnout (involved in education, work, support family)</li> </ul>	<ul style="list-style-type: none"> <li>- Flexibility of shifts</li> <li>- Advice and support family planning, maternity leave etc.</li> <li>- Training in Disability work</li> <li>- Education of staff (cultural diversity, respect)</li> </ul>

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What issues are likely to arise?	Supports you need
<ul style="list-style-type: none"> <li>- Low self values and self esteem which inhibit his work performance</li> <li>- Doesn't value job</li> <li>- Limited family/social support</li> <li>- Isolation</li> <li>- Negative frame of mind</li> <li>- Age (past any other study, limited work options)</li> <li>- Hasn't assimilated</li> <li>- Accessing community, integration, independent living – find it difficult to help the PWD achieve these goals</li> <li>- Multiple stresses in his own life</li> <li>- Attitude 'get through the day' rather than build bonds with clients and co-workers</li> </ul>	<ul style="list-style-type: none"> <li>- Intensive family / personal counselling</li> <li>- Education</li> <li>- Community integration/participation</li> <li>- Govt assistance</li> <li>- Improve quality of life</li> <li>- Pick up on skills from previous job and incorporate them into current work (improve his self esteem)</li> <li>- Training of co-workers (empathy of his situation)</li> <li>- Mentor / buddy who has similar experiences to him</li> <li>- May need time off to support his family</li> <li>- Organisation may need assistance in finding ways to support him</li> <li>- Cultural awareness training</li> </ul>

<ul style="list-style-type: none"> <li>- Communication issues</li> <li>- Not valuing 'disability support work'</li> <li>- Unrealistic expectations of work opportunities</li> <li>- Depression??</li> <li>- Issues with accessing school/children services</li> <li>- Lack of respect for people of his age contributing to his low self esteem</li> <li>- Came over as a refugee (possibly devalued status)</li> </ul>	
<p>High Power Distance</p>	<ul style="list-style-type: none"> <li>• Interact with subordinates in a condescending, superior way</li> <li>• Appear as having lack of enthusiasm /initiative</li> <li>• Likely to be bullied</li> <li>• Easy to take on other people's way of doing things</li> <li>• Will not step up and say their ideas</li> <li>• Be stressed in the workplace because they are too afraid to speak up</li> <li>• People frightened to stand up for themselves</li> <li>• Covering up mistakes</li> <li>• Lack of initiative</li> <li>• Won't become a real team member,</li> <li>• Won't think for themselves</li> <li>• Won't take responsibility</li> <li>• Team lacks cohesion</li> <li>• May be used to using manipulation to get further along whether its the supervisor or someone higher up</li> <li>• Addressing people correctly</li> <li>• Socialising difficult</li> <li>• Learning local ways</li> <li>• Attitude to work (work hard seen as lazy)</li> <li>• Resentful workforce</li> <li>• Age (younger boss/co-worker asking older person to do something/training)</li> </ul>
<p>Individualism</p>	<ul style="list-style-type: none"> <li>• Swap shifts within their own cultural group (protect themselves rather than following organisational rules)</li> </ul>

	<ul style="list-style-type: none"> <li>• Not discern the rights of the individual as the whole group is important vs. focus on individual rights and not the needs of the group</li> <li>• Task interdependence - Tasks may not be done even though staff may say they have done it</li> <li>• Boundaries (clients have become part of their extended family)</li> <li>• Individual staff may only look after specific clients instead of working in a team – individualistic approach</li> <li>• Vulnerable/exposed – are they doing it right for the individual or the group.</li> <li>• Loss of identity in a group approach</li> <li>• Prone to bullying because they are saying yes to everything</li> <li>• Understanding of responsibility and accountability</li> <li>• Value people as individuals (want their ideas, stand up if they don't agree)</li> <li>• Good to be an individual but you are still part of the team you work for (watch out for dominant personalities)</li> <li>• Working hours – you can't work excessive hours without permission</li> <li>• Positive praise and encouragement to speak out as an individual</li> <li>• Offering more flexibility</li> <li>• Making workplace more family friendly</li> <li>• Maybe isolating working by yourself</li> <li>• Valuing initiative</li> </ul>
Masculinity	<ul style="list-style-type: none"> <li>• Male worker and female boss (conflict / aggressive /distinct passive-aggressive behaviour e.g. avoidance of work/conflict by doing nothing or manipulating the situation so that he can place his dominance issues)</li> <li>• blurring of rules</li> <li>• have to work out how both work parties are going to work together (how do you negotiate, how do you make them feel valued but how do they change their behaviour so that outcomes can be met)</li> <li>• Understanding roles</li> <li>• Lack of control and doing women's work – feeling undervalued – taking on work outside their skill set and feeling their own self respect</li> </ul>
High Uncertainty	<ul style="list-style-type: none"> <li>• Policies and procedures (e.g. medication)</li> <li>• Lack of progression if team members are not communicating about their procedures/routines</li> <li>• Confusion for the worker and if there is conflict with other workers then they can't ask</li> <li>• Lacking initiative (as they are needing structure, instructions)</li> </ul>

	<ul style="list-style-type: none"> <li>• Less opportunity to show their own creativity and not adding to the programs</li> <li>• Effect OSH if people are working in an unstructured environment</li> <li>• Lack of confidence relying on the structure and people who are always being creative and that could affect safety as well</li> <li>• May have false confidence</li> </ul>
High Orientation	<ul style="list-style-type: none"> <li>• Domineering attitude</li> <li>• Staff to stay long term</li> <li>• Potential to burn out</li> <li>• Expect high achievement and to be rewarded at all times</li> <li>• Don't like change</li> <li>• Not open to change or new ideas</li> <li>• Conflict of ideas</li> <li>• No problem solving or working together – no team</li> <li>• Potential of injury</li> <li>• Lack of documentation</li> <li>• Not following policies and procedures</li> <li>• No community interactions</li> </ul> <p>Low</p> <ul style="list-style-type: none"> <li>- Good time management</li> <li>- Respect everyone</li> <li>- Relaxed staff</li> <li>- More of a team environment</li> <li>- Very flexible</li> <li>- Open to change with people's attitudes</li> <li>- Not looking for recognition</li> <li>- Happy home environment</li> <li>- Willing to change people's attitudes</li> <li>- Willing to implement new ideas</li> </ul>

<p>Communication</p>	<ul style="list-style-type: none"> <li>- Mentoring</li> <li>- Alternative methods of communication (e.g. Makaton)</li> <li>- Asking for help</li> <li>- Flowchart of organisational hierarchy</li> <li>- Procedures for asking for assistance</li> <li>- ACRONYMS</li> <li>- Asking for support workers to paraphrase to check their understanding</li> <li>- Keep it simple, short chunks..</li> <li>- Levels of literacy and numeracy (proper assessments – necessary training)</li> <li>- Writing incident reports; medical charts (training and assessing)</li> <li>- WELL Program (Workplace English Language and Literacy Program – Commonwealth program)</li> <li>- Who to speak to if they are experiencing difficulty?</li> <li>- History of the organisation</li> </ul> <p>Protocols of body language</p> <ul style="list-style-type: none"> <li>- Clients needs of personal space, personal contact, informative touch,</li> <li>- Dress codes – name badges/uniforms not acceptable</li> </ul>
<p>Team work</p>	<ul style="list-style-type: none"> <li>- Skill identification</li> <li>- Job description in different languages</li> <li>- Specific guide to the job</li> <li>- Need to work together but according to the needs of individual clients (e.g. client exhibiting challenging behaviour – how to intervene)</li> </ul>

Problem Solving	<ul style="list-style-type: none"><li>- What do you do if you make a mistake?</li><li>- What might be the consequences if you make a mistake?</li><li>- Asking for help</li></ul>

### Other Headings

- Rights and responsibilities of staff
- Rights and responsibilities of consumers
- Sexuality (males vs. female roles; equality; anti discrimination; SECCA – support group)
- Nutrition, dietary meals and cultural dietary needs
- Likes / dislikes
- Weight (discriminate against people who are over/under weight)
- Support networks
- Expectations of you as a DSW
- If you see something you don't agree with just give it 2 weeks

- Immigration/Visas Rules/ Policies

<b>Organisational Policy</b>	<b>Induction Training</b>	<b>Recruitment</b>



<b>Ongoing support/supervision</b>	<b>Cultural competency of staff</b>	<b>Staff satisfaction surveys</b>	<b>Annual Staff Appraisal</b>