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How age may influence communication

When communicating with an ageing adult it is important to be aware of age-related issues that can cause a breakdown in communication. This includes but is not limited to:

- ▶ hearing impairments
- ▶ visual impairments
- ▶ memory loss
- ▶ loss of ability to read
- ▶ loss of comprehension.

It is also important to be aware of how age can be a barrier to communication due to misunderstanding and prejudice. Many older adults feel patronised and disrespected by the way younger workers communicate with them. To avoid unnecessary communication breakdown it is important that you talk with people and not to them; avoid pet names such as 'darling' and 'dear'; present information in a clear concise way; and present the available options and allow the person to make choices about their health and personal care.



The importance of grammar, speed and pronunciation for verbal communication

Verbal communication can be useful for quick information transfer and feedback. However, when using verbal communication it is important to understand the influence that grammar, speed and pronunciation will have on the intended message.

Below is an explanation of pronunciation, grammar and speed of speech.

Pronunciation

Word pronunciation is essential for clear communication, especially with an audience that uses English as a second language. Incorrect pronunciation will often drastically change the meaning of a message and lead to misunderstanding, confusion and sometimes even offense.

Pronunciation is the thing that a person will notice the most when using verbal communication. Poor pronunciation in English can lead to prejudice and judgements about education. While these prejudices may be unwarranted, it is important to understand how poor pronunciation can decrease the credibility of a message.

Grammar

Grammar is important for structuring sentences and for placing emphasis on certain words in such a way that it conveys what the key points of the message are. Misuse of grammar can change the meaning of a sentence and communicate an incorrect message.

Speed of speech

The speed of verbal communication can be used to convey feelings of urgency, excitement and anxiety. It is important to be aware of how the speed of your voice may express these emotional states to your audience. It is also important to be aware that for population groups who have difficulty with hearing and comprehension, the faster you speak the less they will understand, and the more confused and distressed they may become.

Self-awareness and listening

Good listening requires a high level of self-awareness. We often engage in listening, but only really take in and comprehend a small portion of the information. Good listening requires us to give our full attention; to avoid distractions such as mobile phones or a person walking past; and to do all of the following all of the time.

Use body language

- ▶ This indicates to the person speaking that they still have your attention, and that you are actively engaged in listening to what they have to say. Body language, such as smiling, nodding your head or facing the speaker, reinforces the nonverbal message, 'You have my attention, and I am focused on you'.

Do not interrupt

- ▶ People need to have the opportunity to speak without interruptions. However, your skills are needed to determine when the person is repeating themselves or taking up too much time at the expense of other parties; if this happens, you need to find the right moment to stop them.

Defer judgment

- ▶ Hold off on responding until the end of the person's speech, both verbally and mentally. If you make judgments part way through, you may become biased towards only hearing the parts that reinforce the judgment you have already made.

Clarify meaning

Working in a community services environment can lead to many conversations where the information discussed is difficult or hard to understand. Information may be hard to understand because the person speaking to you has memory loss or difficulty with speech, or perhaps they learnt English as a second language and are reverting back to their native tongue as they age. Regardless of the reason for the difficulty, it is important for all workers to acknowledge that they won't always understand the needs and requests of the people who they provide care for and will need clarification.

Clarification is a communication process where the listener repeats the information back to the speaker in order to check that they have correctly understood what was said. Clarification is a useful tool to reduce misunderstanding and also to express empathy and genuine interest in what the speaker is saying.

The following information provides different clarification methods and examples of their use.

1E Exchange information clearly in a timely manner and within confidentiality procedures

As a community services worker you will often receive requests, or see the need for, additional services that are outside the scope of your role. This may include arranging more help at a person's home, referring the person on to a health professional or passing information on to someone else at the individual's request.

Regardless of the reason that you need to pass on information, it is important to be aware of the ethical, privacy, confidentiality and legal considerations regarding information disclosure.

The way in which you handle and pass on a person's information will have a direct impact on access and quality of care. It is therefore important that you are able to exchange information in a timely manner that complies with the confidentiality procedures of your workplace.



Share information with other agencies

Often when supporting an individual it is necessary to work with a range of other agencies. An individual (or their representative) must give consent before any information is shared with or accessed from another agency. Most community organisations gather this consent using a specific form. Consent is given for access to particular information for a particular purpose; often the specific workers within the agency receiving the information are also named.

The information that is shared between agencies may include:

- ▶ information to enable referrals
- ▶ incident reports
- ▶ individual plans and goals
- ▶ information about individual needs.

Summary

1. Effective communication involves the sharing of information, thoughts and ideas from one participant to another, in order to achieve a shared understanding between the participants.
2. Effective communication employs a range of communication models, modes and types to ensure the information is presented and received in a way that will most effectively achieve a shared understanding of the subject matter.
3. A key role of any community services worker is to ensure that they tailor their message to the knowledge and abilities of the listener.
4. Nonverbal communication makes up a large percentage of the overall message in any communication exchange.
5. You need to become skilled in watching and interpreting other people's nonverbal behaviour and your own.
6. It is important that you are able to communicate important service information in a manner that is clear and easily understood.
7. Using clarification to check that a message was not just received, but correctly interpreted, is an important part of efficient communication.
8. By actively listening to requests and clarifying meanings you will be able to get the most out of each exchange and respond appropriately every time.
9. It is important that you are able to exchange information in a timely manner that complies with the confidentiality procedures of their workplace.

2B Identify lines of communication between your organisation and other services

As the community services sector comprises many sub-sectors or areas of community work, it is useful for a worker to have a broad understanding of the different parts that make up the sector. An understanding of the whole sector enables workers to make effective referrals and to work in partnership with different service providers to better meet the needs of individuals and communities.



For example, while many individual health needs can be met within an organisation, some needs are specific to a particular area of service and will require communication with other services.

Identifying lines of communication between your organisation and other services will therefore enable you to provide a more collaborative and effective response to a person's health needs.

Community services sectors

Within community services there are a number of sectors that cater for a diverse range of needs. It is important to have a good general knowledge of other services and the correct communication lines to access those services. Some services will accept self-referrals from individuals, some will require a written request from a health professional and others will be happy with a verbal handover.

It is important that you use the forms and methods required of each sector in order to meet privacy and confidentiality legislation and to enable continuity of care for the person receiving care.

The following information describes some possible community services sectors that you may need to be aware of.

Aged care

Provides support for older people in their own homes, in the community and within specific residential facilities.

Services include residential services, day programs, respite, home-based services, advocacy, case management, leisure and recreation.

Disability services

Provides services to people with physical disabilities, neurological disabilities, intellectual disabilities, sensory disabilities and autism spectrum disorders.

Services include case management, accommodation, employment, day programs, independent living skills programs, recreation, respite, advocacy and early intervention.

It is important that you are aware of the following different approaches so that you understand the terminology relating to different roles and the service provision that applies to them.

Developmental

- ▶ A developmental approach to community services focuses on providing pathways and safe entry levels for individuals and communities to engage. Developmental approaches have a preventative focus.

Participatory

- ▶ A participatory approach focuses on building on knowledge of communities, and relying on and strengthening community resources. It is a collaborative approach to community services, working with communities as partners.

Community development

- ▶ Good community development helps people to recognise and develop their ability and potential, and organise themselves to respond to problems and needs that they share. Community development focuses on the empowerment and self-determination of communities.

Community education

- ▶ Community education aims to educate individuals and groups through formal and informal methods to provide learning and social development work. Community education also aims to integrate schools and adult education institutions within their communities to help individuals and communities tackle issues through joint action and community-based learning.

Case management

- ▶ A case manager's role is to work with individuals by planning and goal setting; assessing the individual's needs and supporting the individual; coordinating others to implement activities that meet set goals; and monitoring and evaluating the options and services required to meet the individual's needs.

Advocacy

- ▶ Advocacy is about representing a person or community who needs support to uphold their rights and help them to speak out. Often advocacy also involves providing information and resources.

Inter-agency

- ▶ An inter-agency approach to community work involves a group of agencies, often multidisciplinary, working in partnership to provide coordinated, integrated and flexible services to enable a holistic approach to service provision.

Body language

A complicated or difficult situation will usually cause a worker to have a sense of unease. They will likely feel threatened by the potential for conflict and may behave in a defensive and protective way. If you note the following body language occurring while workers are communicating, it may be an indication of a complicated or difficult situation:

- ▶ Failure to make eye contact
- ▶ Turning away from a person as they walk past
- ▶ Folded arms
- ▶ Folded legs
- ▶ Clenched fists
- ▶ Dismissive waving of hands
- ▶ Rude gesturing

Verbal language

When a worker senses a conflicting or difficult situation it will often change the way they speak to other people. They will often use their words to directly challenge a person or situation, outright avoid conversation with a person or use more subtle deviations away from the people and topics that make them uncomfortable.

Workplace culture

There are subtle signs in a workplace that complicated or difficult situations exist and that workers are not coping with those situations. The following workplace cultural traits may be associated with such situations:

- ▶ Under-performing workers
- ▶ Disengagement
- ▶ Staff turnover
- ▶ Increased rates of sick leave
- ▶ Non-compliance with workplace processes
- ▶ Uncooperative and non-collaborative behaviour
- ▶ Disrespectful behaviour and language
- ▶ Workplace bullying and exclusion
- ▶ Breaches in privacy and confidentiality processes
- ▶ A rise in disputes, grievances and complaints

Conflicting differences

The following conflicting differences should be treated as early signals for complicated or difficult situations:

- ▶ People with incompatible values such as their preferences, beliefs and practices
- ▶ People competing for power and influence over decision-making processes
- ▶ Competing demands and priorities for the use of limited resources
- ▶ Privacy and confidentiality laws restricting information access
- ▶ External pressures such as economic instability

Apply active listening techniques

Always talk directly to the person you are in conflict with. Avoid being preoccupied by what other people think about the situation and try to find a location that ensures confidentiality and is free from distractions. As well as assertively stating your perspective it is important that you use reflective and paraphrasing statements to show that you are listening to and understand the other person's perspective.

Stay focused on the issue

Sometimes conflict situations are seen as an opportunity to air all the issues that two or more parties have with one another. This is never a good idea as it will only escalate and confuse the situation.

How to stay focused during conflict:

- ▶ Concentrate on the issue and encourage the other person to stay focused too.
- ▶ Bring the focus back to the specific issue if they bring up irrelevant information or avoid the issue.
- ▶ Use phrases such as, 'I understand that you are concerned about x but what we are talking about at the moment is y'.
- ▶ Write down other issues that are raised to remind you to follow them up at a later stage.

The broken record technique

The broken record technique can be used when progress to resolve the conflict during conversation is slow. The technique involves identifying one or two relevant phrases and repeating them, like a broken record, until the other party recognises what you are saying or understands that you are not offering other options. The broken record technique should never be used to stop someone expressing their opinion or to reach a conclusion more quickly. If you are unable to resolve the conflict directly, ask the other party if they would consent to using a facilitator or mediator.



What to avoid

Here are some things to avoid when trying to resolve conflict and interpersonal differences.

Things to avoid when dealing with conflict

- ▶ Avoid generalising phrases such as accusations that start with, 'You always ...' or 'You never ...'
- ▶ Avoid exaggerating the facts; the aim is to be specific about the situation and your needs, not to make the other person look bad.
- ▶ Avoid dealing with too many issues at once, as a person may feel as though they are being attacked and become defensive.

Ethical frameworks

At times it may be difficult to determine the ethical way to proceed in a situation that confronts you. Fortunately, as a community services worker, you have a number of frameworks to assist you with ethical decision-making, as outlined below.

Visit the Australian Community Workers Association at www.acwa.org.au/about/code-of-ethics to view their code of ethics.

Ethical frameworks include:

- ▶ Legislation and regulations
- ▶ Codes of ethics
- ▶ Accreditation or service standards (national/state)
- ▶ Organisational policy and procedures
- ▶ Organisational codes of conduct, guidelines and practice manuals
- ▶ Job specification/position descriptions (role boundaries, levels of responsibility)
- ▶ Formal and informal feedback from co-workers and team leaders

Ethical conduct

Although there are agreed ethical principles in community services work and in the broader community, what constitutes ethical conduct in certain situations is not always clear cut.

Determining what constitutes ethical conduct may be affected by the need to consider different legislation, community work principles, the rights and needs of the person who is accessing the service, and the rights of the worker. These factors may also be the cause of an ethical dilemma. As well as having ethical responsibilities to people accessing services, a supervisor also has obligations to other staff members in their team.

If you ever experience difficulty or are in doubt about what action to take, then you should discuss the situation with your supervisor.



Legal responsibilities

Legal responsibilities underpin much of the work in the community services sector. Some legislation is relevant to all services; other legislation may be specific to particular settings; and some may vary between states and territories. Organisational policies are developed to ensure workers and supervisors provide services according to legislative and regulatory obligations. These obligations exist to protect the rights of people accessing services, and are a minimum standard of operating.

Legislation, policies, guidelines and responsibilities

Policies determine the way in which daily activities (procedures) within an organisation are delivered. Guidelines and practice manuals are developed by organisations to support their services. A supervisor must ensure that workers are appropriately informed of the organisation's policies, and that guidelines and practice manuals are accessible to staff as well as people accessing services.

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- 4 Dealing with unsolicited personal information**
 This outlines how organisations must deal with unsolicited personal information.

 - 5 Notification of the collection of personal information**
 This outlines when and in what circumstances an organisation that collects personal information must notify an individual of certain matters.

 - 6 Use or disclosure of personal information**
 This outlines the circumstances in which an organisation may use or disclose the personal information that it holds.

 - 7 Direct marketing**
 An organisation may only use or disclose personal information for direct marketing purposes if certain conditions are met.

 - 8 Cross-border disclosure of personal information**
 This outlines the steps an organisation must take to protect personal information before it is disclosed overseas.

 - 9 Adoption, use or disclosure of government-related identifiers**
 This outlines the limited circumstances when an organisation may adopt a government-related identifier of an individual as its own identifier, or use or disclose a government-related identifier of an individual.

 - 10 Quality of personal information**
 An organisation must take reasonable steps to ensure the personal information it collects is accurate, up-to-date and complete.

 - 11 Security of personal information**
 An organisation must take reasonable steps to protect personal information it holds from misuse, interference and loss, and from unauthorised access, modification or disclosure. An entity has obligations to destroy or de-identify personal information in certain circumstances.

 - 12 Access to personal information**
 This outlines an organisation's obligations when an individual requests to be given access to personal information held about them by the organisation.

 - 13 Correction of personal information**
 This outlines an organisation's obligations in relation to correcting the personal information it holds about individuals.

Duty of care

Duty of care describes the legal obligation that people and organisations have to anticipate and act on possible causes of injury and illness that may exist in their workplace or as a result of their actions. A person or organisation must do everything they can to remove or minimise the possible cause of harm.

While aspects of WHS legislation may vary between states and territories, there are common legislative



Community service organisations are required to have policies and procedures to guide workers to identify, assess and report harm to children to meet legislative regulations.

The following summarises the Commonwealth, state and territory requirements.

Commonwealth

Under the *Family Law Act 1975* (Cth) the following Family Court of Australia personnel are mandated reporters of suspected harm:

- ▶ Registrars
- ▶ Family counsellors
- ▶ Family dispute resolution practitioners
- ▶ Lawyers independently representing children's interests

ACT

Mandated notifiers of physical and sexual abuse include:

- ▶ doctors, nurses and midwives
- ▶ dentists
- ▶ school teachers and aides
- ▶ home education inspectors
- ▶ police officers
- ▶ people employed to counsel children or young people at school
- ▶ childcare centre employees
- ▶ people coordinating or monitoring home-based family day care
- ▶ public servants who work with or provide services to children, young people or families
- ▶ public advocates
- ▶ official visitors
- ▶ employees who have contact with or provide services to children, young people and their families.

For more information visit the ACT Community Services website at: www.communityservices.act.gov.au.

NSW

Mandated notifiers of harm (abuse, neglect and exposure to violence) include:

- ▶ doctors, nurses, dentists and other health workers
- ▶ psychologists, social workers and youth workers
- ▶ teachers
- ▶ childcare workers, family day care workers and home based carers
- ▶ refuge workers and community housing providers
- ▶ police officers.

For more information visit the Family and Community Services website at: www.community.nsw.gov.au.

Respond to and report a breach

When a community services worker or supervisor observes or becomes aware of a breach, there is an obligation to respond. Here are examples of responses to breaches.

Intervene

Intervene immediately if you observe a breach taking place, the breach is critical and it is safe to intervene. For example, a child is outside with another worker without a hat or sunscreen in summer. Approach the worker or the child and remind them about the sun safe policy.

Report

Report observations or information about a breach to the relevant person. For example, a worker arrives at work to find the filing cabinet that contains confidential information about a person accessing services is unlocked. He writes an incident report and gives it to his team leader.

Seek advice

Seek advice from senior staff members when unsure of how to respond to a breach. For example, a worker tells a colleague that she intends to visit a person accessing services in her own time on the weekend. The colleague is not sure what to do or if she should make a report, so she asks her supervisor for advice.

Take action

Take action when aware that a staff member under your own supervision contributes to a breach. For example, a supervisor walks into the staffroom where workers are talking about a person's confidential information inappropriately and unnecessarily. She reminds them of their confidentiality obligations and the disciplinary consequences if breaches continue.

Example

Refer any breach or non-adherence to standard procedures

Helene is an aged care worker at a low-care hostel. She arrives at Mrs Watson's unit and assists her with her morning medication. While helping administer the medication Helene notices that the blister pack from the previous evening still has tablets in it. Supporting Mrs Watson to take her evening medication is one of the responsibilities of the worker on afternoon shift. Helene talks to Mrs Watson about the tablets and calls her supervisor to let her know about the missed medication. Helene's supervisor advises her to finish assisting with the morning tasks and to prepare a report identifying the tablets that remain in the evening blister.

Upon returning to the office Helene completes an incident report and submits the report directly to her supervisor. Noting that one of the medications is to control Mrs Watson's seizures, and that skipping this medication may make Mrs Watson more susceptible to a seizure over the next few hours, the supervisor organises for a support worker to spend the morning with Mrs Watson.

Helene has met her duty of care to Mrs Watson by reporting the missed medication. Her supervisor will investigate why the breach in procedures occurred and follow it up with the relevant worker.





Topic 5

In this topic you will learn how to:

- 5A Complete documentation according to legal requirement and organisation procedures**

- 5B Read workplace documents relating to role and clarify understanding with supervisor**

- 5C Complete written and electronic workplace documents to organisation standards**

- 5D Follow organisation communication policies and procedures for using digital media**

- 5E Use clear, accurate and objective language when documenting events**

Complete workplace correspondence and documentation

Accurate and up-to-date documentation underpins quality service provision that meets the individual needs of people accessing community services. Documentation and correspondence need to be carried out in a way that increases accountability and duty of care, and adheres to legislative requirements, policy requirements and any organisational protocols.

Documentation may be in a written or electronic format. Completing documentation and workplace correspondence is an essential role of community services workers and enables the sharing of work instructions and people's care information.

Electronic documentation standards

- ▶ Follow the corporate style guide.
- ▶ Use clear and aesthetically pleasing formatting.
- ▶ Leave ample white space for promotional material.
- ▶ Use approved fonts and appropriate font sizes.
- ▶ Note file pathways.
- ▶ Note version number.
- ▶ Note approval line and dates of consultation if required.
- ▶ Use watermarks where appropriate.
- ▶ Ensure image and video content do not violate copyright laws.

Complete documentation

There are many different types of documentation that you may be required to complete as part of your role in the community services environment. It is important that you understand the documentation standards, including the format, style guide, content, language, submission timeframe and security requirements regarding each document.

Here are some examples of different workplace documentation that you may be required to complete or contribute to as part of your role.

Examples of common workplace documentation



WHS reports

All community services workers have workplace health and safety responsibilities. Communicating with others about risks is part of these responsibilities. If you witness a workplace accident involving a person, you may be required to fill out an accident report form. Recording near misses or incidents also assists in making improvements to workplace safety to minimise hazards or risks.



Service data

Service data includes hours spent on each activity, with each person, in each program area, and usually entered directly into an electronic database as required by the funding body/government department/organisation's board. The data is often collected daily and submitted quarterly.



Organisational reports

Organisational reports include annual reports, strategic plans and business plans. These are generally produced on an annual basis.

Projects and programs require regular progress reports at intervals throughout delivery. Evaluation reports are provided following the completion of a project or program.

Example

Follow policies and procedures for using digital media

Corey works for a community service organisation that uses digital media as an informational tool to enhance care provision. Corey’s workplace has communication policies and procedures that regulate the use of digital media within the organisation.

Corey uses a social media platform and is connected to a few work colleagues though the network. The network shares information and pictures that people upload for others to see.

This morning Corey noticed that a colleague named Jezebel had uploaded an inappropriate photo of herself in the workplace with a comment that read, ‘Is this what hell looks like? Because it sure feels like it’.

Corey knows that his workplace strictly forbids workplace images and references on personal social media networks. Corey reported the incident to his supervisor who immediately contacted Jezebel, requested that she remove the inappropriate content from her account and issued her with a warning for breaching the workplace communication policy regarding digital media.



Practice task 20

1. What is digital media?

2. What are five examples of digital media that may be used in the community services environment?

Use objective language

Community service organisations must keep client or resident records about the people they provide services for. As a community services worker it may be your responsibility to collect, write down and store information about people accessing services.

The information you collect must contain only true and accurate information. You must not guess about what you write down; you must stick to the facts and only write down what you know and what you saw.

Organisations will have specific policies and procedures that you need to know when you complete documents. Documents and forms will vary between workplaces. Make sure you're familiar with the documents used in your workplace.



Document events

You will be required to document events when working in the community services sector. The types of observations you will document may include the behaviour and actions of the person accessing care and any conversations and circumstances that influence your delivery of care.

Documented events can be used to show that you have been compliant with your legislative requirements and have followed the policies, procedures and care plans in your workplace.

Documented events are a useful source of information when reviewing policies, procedures and care plans and for identifying the need to make changes to them. You may be required to report these observations in care plans, progress notes, and formal assessments or as your workplace practices require. Here are some examples of what to document when reporting events.

When reporting events you should document the following information:

- ▶ When the event took place (time/date)
- ▶ What you observed (include specific details)
- ▶ Where the event took place (include details of the location and the environment)
- ▶ Who was present (include details of what they were doing at the time)
- ▶ Why the observed event took place (include any relevant behavioural triggers)
- ▶ Any outcomes or consequences that occurred as a result of the observed event

Supervisor

A supervisor should support the individual members of their team through delegation of tasks, feedback, supervision, communicating changes in the workplace and enforcing compliance with workplace procedures.

Health professional

Health professionals include specialists, doctors, physiotherapists, podiatrists, nurses and many others who have a qualification in health care. These health professionals should guide the team in the medical and health related needs of the person accessing care, so that the whole team can carry out these instructions to optimise the person's health benefits.

Carers

Carers may include people who are employed to provide care, or family members, friends and volunteers who play a role in the provision of care to a person in need of assistance. Carers should follow the instructions of health professionals and ensure that they are communicating back important information regarding their firsthand knowledge of a person's care needs.

Support workers

Support workers are any person providing assistance to a person to enable them to be more independent and to achieve a higher quality of life. Support workers should follow the instructions of health professionals and ensure that they are communicating back important information regarding their firsthand knowledge of a person's support needs.

Administration officer

Administration officers play an important role in coordinating service access, inputting service data and often providing first point contact with people who need to access a service. Administration officers should communicate with other members of the team to ensure that the information they are inputting and providing is consistent with the care plan and service information.

Support services

Support services play an important role in the community services sector in enabling people to be more independent and to achieve a higher quality of life. Support services have many different roles depending on the work environment and the needs of the individual. Support services provide valuable emotional and practical support to people accessing care.

The role of a support services worker may include:

- ▶ identifying individual support needs
- ▶ breaking down tasks to enable independence and participation
- ▶ making appointments and providing transport
- ▶ providing emotional support to people and their families
- ▶ providing memory support to people with dementia or memory loss
- ▶ providing physical assistance with personal care and activities of daily living.

A drive to change behaviours

An individual will not be motivated to change unless their current circumstances are more uncomfortable than the proposed change, or unless they fear the current circumstances more than the proposed change. Alternatively, a person will be motivated to change if the incentive is large enough to cause them to desire the change.

An individual's beliefs and attitudes

An individual's beliefs will impact on the way that they behave. If they believe that the proposed change is not worth the effort or financial cost required to achieve the change, then they will resist the change process.

The ability to implement change

If an individual does not have the skills or coping strategies required to implement a proposed change, then they may resist any and all changes.

Practical, financial and political challenges

Lack of time, money, resources, equipment, infrastructure, scope and priority can also be barriers to improvement.

Model changes

Workers should be able to actively model and promote the changes they wish to see in their workplace practices and procedures. Often this will include the worker using and demonstrating behaviours that enhance a workplace culture of continuous improvement.

The following are examples of ways in which workers may model and promote change in their workplace.

Implementing change:

- ▶ All information about processes is clear, accessible and transparent.
- ▶ The process is carefully planned and not haphazard.
- ▶ Appropriate time is allowed for transition and reflection.
- ▶ Individual needs of workers and people accessing services are acknowledged and responded to.
- ▶ Updates are given regularly and ongoing review and evaluation is planned.
- ▶ Continuous feedback and consultation is actively sought from all people affected by the change.
- ▶ Milestones and team contributions are celebrated in a meaningful way.
- ▶ Adequate training and time to practise any new functions is provided.