

## Organisational capability 5:

### Treating people with dignity and respect

Social service workers are part of an organisation that values the diversity of its workforce and challenges discrimination at all levels.

This capability is broken into 2 main areas:

- Valuing diversity and recognising diverse learning needs
- Recognising and challenging discrimination

The audit process will ask you to reflect on each of these areas, and self evaluate to establish strengths and priorities for improvement.



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### Area for Reflection: Valuing diversity and recognising diverse learning needs

The questions below will help you consider how your organisation values diversity and recognises diverse learning needs. Possible areas of evidence include mission statements/ statements of organisational values; staff survey; policies and procedures; recruitment processes and monitoring arrangements; supervision processes and guidance; equality impact assessments; complaints/grievance processes and records; learning strategy; training needs analysis; training; resources for additional support needs; accessibility.

**Q**

How do you set out your expectations of staff with regard to valuing diversity and how do you support them to understand and value difference among their colleagues?

**Your reflections/evidence**

**Q**

What steps are you taking to increase the diversity of your workforce?

**Your reflections/evidence**

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**Q**

How do you make sure that the diverse learning needs of employees are recognised and supported?

**Your reflections/evidence**

**Q**

How do you involve employees, people who use services and their carers who are members of disadvantaged groups in organisational learning?

**Your reflections/evidence**

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### Self Assessment 5A: Valuing diversity and recognising diverse learning needs

Reflecting on your comments above to inform your answers, use the self assessment chart below to assess whether or not your organisation can evidence the following indicators from the CLF.

Indicator The organisation...	Stage of Progression	Achieved? (Yes/No)
promotes awareness and understanding of difference and values diversity in its workforce	Engaged	
has developed systems and processes to support employee learning and development which recognise the diverse needs of employees	Engaged	
actively promotes the diversity of its workforce and inclusion in the workplace	Established	
actively supports the diverse learning needs of employees	Established	
demonstrates creative and innovative approaches to involving employees, people who use services and their carers who are members of minority and disadvantaged groups in organisational learning	Exemplary	

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### Staff Perceptions

The following indicators can be evidenced using the findings of your staff survey (see Appendix 1):

Indicator	Stage of Progression	Achieved? (Yes/No)
The social service worker should...		
feel valued by the organisation whatever their culture, background, disability, gender, age or sexual orientation	<b>Engaged</b>	
feel their own particular learning needs are recognised and met	<b>Established</b>	
feel that diverse learning needs are actively supported	<b>Accomplished</b>	
feel that they and others are treated with dignity and respect at all times	<b>Exemplary</b>	

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### Area for Reflection: Recognising and challenging discrimination

The questions below will help you consider how your organisation recognises and challenges discrimination. Possible areas of evidence include mission/ organisational values statements; induction; policies (eg anti-discriminatory practice); equality impact assessments; supervision policies, guidance, training, observation; performance appraisal system; behavioural competency framework; training on anti-discriminatory and anti-oppressive practice; staff survey; exit interviews; sickness records; complaints/grievance processes and outcomes; reports from external regulators or quality assurance bodies.

**Q**

How do you set out your expectations with regard to recognising and challenging inequality and discrimination in your organisation?

**Your reflections/evidence****Q**

How do you encourage all staff to recognise and reflect on the impact of their own background, assumptions and values on workplace relationships on an ongoing basis?

**Your reflections/evidence**

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**Q**

How do you make all staff aware of the processes for recognising, addressing and resolving areas of disagreement and conflict in assessment of practice, behaviour, learning and values including disagreements between employees and their line manager?

**Your reflections/evidence**

**Q**

How do you make your workforce aware of the impact of inequality and discrimination and how they can challenge these in the workplace?

**Your reflections/evidence**

**Q**

How do you make sure that staff who challenge inequality and discrimination in your organisation do not experience reprimand?

**Your reflections/evidence**

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**Q**

What action have you taken or are you currently taking in response to issues or allegations of inequality or discrimination which have arisen?

**Your reflections/evidence**

**Q**

What is your approach to anti-discriminatory and anti-oppressive practice in the organisation and what has informed your approach?

**Your reflections/evidence**

**Q**

Have you been asked to share with other organisations your approach to anti-discriminatory and anti-oppressive practice and/or achieved external recognition for the quality of your approach?

**Your reflections/evidence**



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### Self Assessment 5B: Recognising and challenging discrimination

Reflecting on your comments above to inform your answers, use the chart below to self-assess whether or not your organisation can evidence the following indicators from the CLF.

Indicator The organisation...	Stage of Progression	Achieved? (Yes/No)
demonstrates awareness of the impact of discrimination on employees and is committed to challenging it	Engaged	
has developed systems and processes which provide transparent routes for employees to challenge inequality and discrimination	Engaged	
recognises differences in power in line management arrangements and is committed to preventing abuse of power within workplace relationships	Established	
supports employees and managers to critically reflect on how their own background, assumptions and values impact on workplace relationships, including their assessment of employees' learning, development and practice	Established	
supports line managers to routinely consider the possible impact of individual and organisational discrimination where employees' values conflict with those of the organisation	Accomplished	
uses evidence and research to inform approaches to anti-discriminatory and anti-oppressive practice	Accomplished	
is recognised for its innovative and effective approaches to anti-discriminatory and anti-oppressive practice within the organisation and across organisational boundaries	Exemplary	

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### Staff Perceptions

The following indicators can be evidenced using the findings of your staff survey (see Appendix 1):

Indicator	Stage of Progression	Achieved? (Yes/No)
The social service worker should...		
know how to recognise and challenge discrimination in the workplace	<b>Engaged</b>	
feel able to challenge discrimination and inequality in the organisation without fear of recrimination	<b>Established</b>	
feel confident to challenge discrimination in the organisation knowing that this will be acted on without recrimination	<b>Accomplished</b>	
work with a line manager who is aware of the relationships between individual, organisational and structural discrimination and how these can impact on employees	<b>Accomplished</b>	
recognise the value of the pro-active and innovative approaches the organisation takes to challenge discrimination and oppression	<b>Exemplary</b>	

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### Review and Action Planning: Organisational Capability 5

The four stages of progression outlined in the Continuous Learning Framework are:

- **Engaged**
- **Established**
- **Accomplished**
- **Exemplary**

The stages are progressive, so to meet the requirements of the accomplished stage you would need to address all the indicators under engaged, established and accomplished.

To review your progress so far:

- Look back over self-assessments 5A and 5B. Highlight any indicators at the **Engaged** stage that you did **not** achieve, and add them to the 'potential areas for development' box below. There is also space to include ideas for actions that you might take for development.
- Only move on to the next level of progression if you have already achieved all the indicators at the level below.

Potential areas for development:		
Indicator	Level	What actions could we take?