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DIVERSITY AND INCLUSION FRAMEWORK FOR EMERGENCY MANAGEMENT POLICY AND PRACTICE

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TERMINOLOGY

Acute risks occur as a result of an instantaneous or short duration exposure to the effects of an incident.

Attributes: qualities or features that are defined as inherent parts of someone or something.

Cascading risks are when multiple risks interact and cross from one domain into another creating a new risk.

Chronic risks are due to increasing stress over time until a threshold is crossed that elevates the level of risk.

Compound risks are caused by one or more events occurring closely together and can result in the development of a new risk.

Diversity: 'The way we all differ and how those differences enable, enhance or inhibit the ability of individuals, groups and organisations to achieve individual, collective and/or organisational goals and objectives' (Davidson and Feilden, 2003, p60).

Diversity and inclusion benefits (organisational) are the positive outcomes for an organisation provided through having effective diversity. These can range from employee wellbeing, improved lifelong learning and internal productivity through to improved trust within the community, and the delivery of a broader range of more effective services and partnerships.

Diversity and inclusion implementation is the practice of implementing policy, programs, activities or processes designed to provide effective diversity.

Diversity and inclusion practitioners are people with knowledge and experience of D&I whose role involves D&I practice where part of that role is to monitor D&I progress, collect evidence and reflect that back through an organisation.

Diversity and inclusion practice is the use of knowledge, experience and evidence to implement D&I-related programs and projects and to engage in day-to-day inclusive conduct and behaviour.

Diversity and inclusion risk is the potential for harm to an organisation or its members where the origin of the risk is related to diversity or inclusion.

Effective diversity is the result of interactions between organisations and individuals that leverage, value and build upon characteristics and attributes within and beyond their organisations to increase diversity and inclusion, resulting in benefits that support joint personal and organisational objectives and goals, over a sustained period of time (Young et al., 2018, p19).

Empathetic leaders are able to understand the perspectives and feelings of others and foresee the impact of their actions and events on them.

Human capital: '... the knowledge, skills, competencies and attributes embodied in individuals that facilitate the creation of personal, social and economic wellbeing' (OECD, 2016a, p29).

Human risk: where human behaviour and decision making places human capital at risk of being harmed.

Inclusion: the active development of an environment in which all individuals are valued and respected, have equal access to opportunities and resources, and are able to contribute in a meaningful way to a community or an organisation.

Inclusive organisation: 'Values and uses individual and intergroup differences within its work force, cooperates with and contributes to its surrounding community, alleviates the needs of disadvantaged groups in its wider environment, and collaborates with individuals, groups, and organisations across national and cultural boundaries' (Mor Barak, 2000, p339).

Social capital: '... networks together with shared norms, values and understandings that facilitate cooperation within or among groups' (OECD, 2016b, p103).

Social risk: where environmental, economic or social factors place social capital at risk of being harmed.

Risk contagion: when a risk propagates through a system increasing the severity of individual risks and amplifying their impacts. This results in systemic risks which have multiple points of origin.

INTRODUCTION

The Emergency Management Sector (EMS) is made up of diverse organisations, and its scope of activity spans the prevention, preparedness, response and recovery (PPRR) spectrum for a wide variety of hazards. This requires an array of activities that contribute to the safety and wellbeing of communities and those within their organisations. The EMS is also undergoing dynamic change, of which human diversity is one key element. The sector has recognised that it needs to better reflect the communities it works with, and that it has ‘unacceptably low levels of diversity’ (National Strategy for Disaster Resilience, COAG, 2011). Inclusion is seen as an essential part of this process, but policy, management and practice need further development if the sector is to achieve functioning inclusive organisations who reflect the diverse communities they serve.

Diversity and inclusion (D&I) are different but deeply entwined. Diversity can be seen as a variety of people who have different and unique characteristics. This difference can be determined by aspects such as their cultural or social background, their age, the way they think, their physical attributes or their gender or a combination of these. Increasing diversity creates a different dynamic, and inclusion is the action that is undertaken to manage this change. It is also the tool that ensures that the increased diversity is effective in serving the organisational or community needs, and does not create a risk for the community or the organisation.

Although the nature and measurement of diversity is being better recognised and understood, the management and measurement of inclusion is still evolving. This is an area of innovation where not everything will work. New approaches need to be developed and adapted to suit the myriad of different contexts throughout the sector. This has resulted in numerous D&I programs at sectoral and organisational levels. However, the effectiveness of past and present programs, and what constitutes good management and measurement, is still emerging (Young et al., 2018).

There is often tension between the core work of EMS organisations, as the development of D&I is often seen as a secondary activity that is a cost to the workforce rather than an investment in the future workforce. This tension has been exacerbated by deeply entrenched cultural and institutional factors. This framework aims to provide a basis for practitioners to address these issues through a strength-based approach, which builds upon current practice and expertise in the sector.

The framework has been developed in response to needs that were identified in collaboration with practitioners across the sector, which included:

- The need to develop greater understanding of the implementation process and the role inclusion plays in this process.
- Identification of the types of structures and practice that support the development of effective implementation.
- Mechanisms for addressing the lack of value attributed to D&I.
- Greater understanding of the benefits that can be, and are, derived from D&I.

The framework has been developed, tested and refined in collaboration with emergency management experts, and draws on the following reports from the project:

- Young, C., and Jones, R. N. (2019). *Risky business: why diversity and inclusion matter*. Bushfire and Natural Hazards CRC, Melbourne.
- Young, C., and Jones, R. N. (2019). Effective diversity in emergency management organisations: the long road. *Australian Journal of Emergency Management*, 34(2):38–45.
- Young, C., Taylor, J., and Cramer, Q. (2019). Shaping the new norm: Wafa conference 2018 evaluation and QFES workshop synthesis. *Women and Fire Fighting Australasia*, Nowra.
- Young, C., Pyke, J., Maharaj, N., Cormack, C., Rasmussen, B., and Jones, R. N. (2018). *Diversity and inclusion: building strength and capability literature review*. Bushfire and Natural Hazards CRC, Melbourne.
- Young, C., Jones, R. N., and Kumnick, M. (2018). *The long road: building effective diversity and inclusion in emergency management organisations*. Bushfire and Natural Hazards CRC, Melbourne.

Diversity and inclusion is not a simple problem with easy solutions. It is a dynamic situation that requires ongoing management. This means that standard notions of success and failure can be problematic, which is why this framework focuses on what has been found to be effective.

As the EMS is diverse in terms of organisational composition, capability and context, what is possible and ‘doable’ will be different for each organisation. To account for this, this framework is deliberately not prescriptive. Its aim is to support and guide practitioners to develop and integrate D&I practice, so that it becomes accepted as part of the day-to-day activities and ‘how things are done’.

This framework will be supported by two further documents that will focus on management and measurement practices.

BACKGROUND

THE CHANGING CONTEXT FOR EMERGENCY MANAGEMENT ORGANISATIONS (EMOs)

‘The community needs will change, and if we don’t change with them, we will become irrelevant.’

— EMO Strategic Planner

The context in which many EMOs operate is changing due to:

- The increasing impacts and changing nature of natural hazards events due to climate change
- Increasing damage and loss from these events, resulting in higher costs
- The changing risk profiles due to new and emerging risks such as COVID-19, which intersect with natural hazard events
- Changing community demographics
- The emergence of new technologies, particularly digital
- Resource constraints and decreasing numbers of volunteers
- The need to build resilience within organisations and with communities to reduce the impacts of future events.

These dynamic and systemic drivers are interconnected and interact with each other, broadening the focus of the EMOs’ activities across the PPRR spectrum – from short-term tactical approaches to longer term strategic approaches focussed on future outcomes. They are also driving the need for innovation and for EMOs to rethink what they are, what they do, and how they will do this in the future.

Changing social, environmental and economic conditions also mean that organisations are encountering unprecedented events, such as the 2019/2020 bushfires along the east coast of Australia, and COVID-19. The communities they work with are also evolving and becoming more diverse. Movements such as Black Lives Matter and #metoo are also changing expectations as to how people behave in the workplace and within their communities. This is driving the need for EMOs to diversify their workforce and transform their organisations, changing the tasks they undertake, and how these tasks need to be undertaken.

The relationships that EMOs have with their communities and the social contract that supports these relationships is also changing. Organisations no longer just deliver a service to the community, but need to work with them to achieve a range of outcomes focusing on community safety and security. This adds additional complexity, which highlights the need for inclusive organisations who are able to adapt and respond effectively to meet these ongoing and novel challenges.

This is driving the need for flexible, agile organisations that are able to adapt to rapidly changing circumstances to achieve longer term whole-of-system outcomes.

It is now imperative for EMOs to diversify in all areas if they are to meet the challenges this presents. Effective inclusion is a critical part of this process, as it is the component that ensures that the increased diversity results in outcomes that enhance, rather than impede, organisational functionality.

Many factors beyond an organisation’s control can influence the outcomes of D&I activities. Organisations need to be able to respond to these influences without jeopardising their long-term goals. Programs need to be flexible, allowing for new information to be assessed and acted on. Inclusive practice also needs to be integrated into organisational frameworks and day-to-day tasks. Development and strategic management of new or different capabilities and skills to support this will be required. This is a long-term process that needs to be broken down into focused activities that are achievable and aligned with the overarching vision and goals of the organisation.

WHY DIVERSITY AND INCLUSION ARE CORE BUSINESS

‘We need to focus on what are we here for, what are we here to deliver, which is to minimise the impact of emergencies on the communities.’

— EMO Senior Operations Officer

The key purpose of inclusion is the management and mitigation of human, social and innovation risks associated with increasing diversity in organisations and within communities. This is central to ensuring the current and future safety of Australian communities and those who work in EMOs in the face of increasing natural hazard events. It is also an important aspect of developing and managing partnerships with Australia’s changing communities, and ensuring that EMOs are able to confidently meet their emerging needs.

The impacts can have a large footprint spreading beyond organisations. This is due to the highly entwined relationship organisations have with their communities who participate actively in the workforce as volunteers and the role that community members play in PPRR and resilience-building activities. These **direct** and **indirect** risks can impact organisations and communities (Table 1), manifesting as chronic long-term issues and acute events.

Direct risks are the result of specific action(s) from within the organisation or external parties. An example of direct risk would be due to an act of a directed, destructive action that impacts an organisation, such as discriminatory or bullying behaviour, resulting in damage to a specific individual or cohort.

Indirect risks result from flow-on effects from a direct impact that reacts within the organisation and community and creates new risks. The impact of indirect risks can be just as severe as those from direct risks. An example is breakage of trust due to poor leadership, which can reduce the ability of EMOs to take part in and encourage collective behaviour. This can reduce community safety and effectiveness of service delivery.

Although the risks associated with D&I are predominantly human and social risks, they can also affect other areas of risk (e.g., economic, political, environmental) through risk contagion. This can also result in compound risk (the combination of two or more risks), and increase pre-existing vulnerabilities. For example, a lack of inclusive practice can result in fragmentation in vulnerable communities, and in longer term impacts such as a negative image of a community, which can have economic impacts for local businesses and a reduction in community wellbeing.

The systemic and specific types of innovation needed also have ramifications for how programs are developed, managed and measured, and there is a need to ensure that appropriate frameworks and tools are being used in relation to this.

Table 1: Risks where the origin is predominantly related to D&I (Young and Jones, 2019)

| Risk category | Impact type | Risk example |
|--|---------------------|---|
| OHS | Direct | Decreased wellbeing |
| Reputational | Indirect | Poor public perception, loss of social license with community |
| Operational (service delivery) | Direct | Reduced service/response capability |
| Regulatory and legal | Direct and indirect | Legal action for discrimination |
| Innovation | Direct | Reputational damage and disengagement due to perverse outcomes |
| Programmatic risk (D&I program implementation) | Direct | Inability to fulfil future community needs due to resistance |
| Strategic | Direct | Inability to transform and secure organisational sustainability due to lack of vision |
| Political | Direct and indirect | Disruption of D&I programs and strategies due to changing agenda |
| Social (community livelihoods) | Indirect | Reduction in safety, increased vulnerability in diverse cohorts |
| Economic | Indirect | Unforeseen liabilities (e.g., increased premiums due to discrimination claims) |
| Cultural | Indirect | Breakage of trust, cultural values at risk |
| Environmental | Indirect | Community risk increases due to loss and degraded natural environment |

Until recently, risk associated with D&I has been predominantly a risk that has remained invisible, and only responded to when impacts manifest. This has resulted in reactive responses and perverse outcomes, which can be counterproductive, harming the social contract between EMOs and communities. This, in turn, can hamper resilience-building and community wellbeing, increasing the likelihood of damage and cost.

‘Diversity is the ingredient that creates change and inclusion is the key to managing this effectively’

— Young, C., 2019.

Poor inclusion has been found to have ‘harmful cognitive, emotional, behavioral, and health outcomes’ (Shore et al., 2011). It can also result in other risks arising such as:

- Divisions across different cohorts and increased conflict (Pelled, 1996)
- Increased issues with communication and working together (Alagna et al., 1982)
- Increased intention to leave, turnover, job stress and burnout (Mor Borak et al., 2016)
- Poor organisational reputation that impacts on the attractiveness of organisations (PwC, 2017)
- Poor management of implementation of change (Young et al., 2019).

Young et al. (2019) also found that in terms of the community, poor inclusion and increased diversity were seen to substantially increase risk to community safety in relation to natural hazard events if not addressed. Conflict and increased issues with working together were also raised, and it has been found in earlier research that these types of social risks often amplify after natural hazard events (Young et al., 2019). An example given by one study participant was of a community where tension already existed between two different cultural groups. This was described as escalating into conflict following a natural hazard event that made it difficult for the community to agree upon recovery priorities.

Such risks are pervasive and can amplify pre-existing risks. They can also result in the emergence of new and more complex risks and increased impacts. These, in turn, can erode capability and resilience of the more vulnerable areas of organisations and communities (Young et al., 2019).

These types of risks require different approaches and expertise, as opposed to the more traditional, technically-based approaches associated with natural hazard management. The focus of D&I-related risk is on people, and how they interact as a determinant of impacts and outcomes.

Risk management forms the core of this D&I framework, because at its core, D&I is a risk management activity. It is central to ensuring the current and future safety of those who work in EMOs and their communities. This is reinforced by the ISO 31000:2018, with risk management having inclusion as a key principle. Given that the management of risk is core business for EMOs, inclusion is core business and the development of expertise in this area is now critical.

KEY PRINCIPLES FOR PRACTICE

How practice is undertaken is as important as what is being undertaken. These principals provide the basis for all members of the organisations, but are particularly important for manager and leaders who create and shape their organisations and the culture within them.

- **Authentic actions:** actively model inclusive behaviours, challenge the status quo, hold others accountable and take responsibility for their own actions.
- **Care:** emotional, cultural and physical care of others shown through actions and interactions with those around us.
- **Transparency and safety:** the ability to admit mistakes, and create an environment where others are able to contribute openly and feel safe in doing so.
- **Awareness of self:** an awareness of the influences and bias that shape our own decision making and actions.
- **Curiosity:** demonstration of an open mindset and deep curiosity about others. An ability to listen without judgment, and empathise and understand those around us.
- **Stamina and resolve:** the ability to maintain commitment to D&I for the longer term in the face of challenges and setbacks.
- **Trust, acknowledgment and respect:** building trusted relationships through acknowledging, respecting and valuing different knowledge, talents and attributes. (Adapted from Young et al., 2019; Bourke and Espidido, 2020)

THE FRAMEWORK

This framework takes a whole-of-system approach, linking three key areas through which D&I is managed and measured. The key focus is management of risk, which provides the starting point for integration across organisational systems and links it to practice and day-to-day tasks. By using current systems and a systemic risk approach, it is possible to embed D&I so it supports accountability, and places it in a context where it is visible and where there are established tools that can built upon.



Figure 1: Diversity and inclusion framework components

THE CHALLENGE

‘Inclusion is not just the lack of exclusion, inclusion requires action.’

— EMO Professional Services Manager

Developing an inclusive and diverse workforce can be challenging as it requires organisations to assess the current culture, and determine what new characteristics, capabilities and skills need to be developed. The dominant characteristics in EMOs are markedly different to those needed for effective D&I (Table 2).

Table 2: Comparison of characteristics EMOs and effective D&I (Young et al., 2018)

| Characteristics of EMOs | Characteristics of effective D&I |
|--|--|
| Hierarchical | Valuing everyone, equality |
| Tactical | Strategic |
| Primarily technical skills focus | Primarily soft skills focus |
| Authoritative leadership that directs areas of an organisation | Enabling leadership at all levels of the organisation |
| Short-term decisions | Long-term visions |
| Reactive | Reflexive |
| Resistant to change | Continuous change |
| Traditional – built on the past | Forward focus – embracing the future |
| People working for the organisation and communities | People working with the organisation and communities |
| Inward thinking with an organisational focus | Outward thinking across all of society |
| Directive communication | Interactive communication |
| Fixes things within a fixed timeframe | Not fixable, requires ongoing management for the longer term |
| Knowing and not making mistakes | Not knowing and learning from what doesn't work |
| Positional power | Empowerment of individuals |

These characteristics reflect the historical focus of these organisations as response agencies. This has shaped the culture and types of decision making that is dominant in the organisation, and how the skills that have been traditionally valued and rewarded have been determined. For example, people-based skills and capabilities are not always part of the competencies required for promotion in lower ranks.

It has also influenced how values are understood and acted upon. For example, ‘respect’ in a hierarchical setting means not questioning an order from above, whereas effective diversity characteristics means a two-way dialogue, regardless of rank, if there are different professional views on a matter. The current environment has also emphasised a ‘fix it and fit in’ culture, which is homogenous and historically lacked representation of diverse cohorts. This is particularly prevalent in teams and units, and can emphasise similarities as a positive (being a part of the team), making differences less desirable. This culture also influences the type of relationship EMOs have with their communities, which can have a direct impact on how well communities are able to prepare, respond to, and recover from natural hazards.

Implementation can also be challenging because of its systemic nature and the need for complex decision-making skills. The predominant organisational decision making tends to fall into the simple and complicated categories. These types of decision making (Table 3) are more suited to shorter-term activities. Complex decision making requires different types of thinking frameworks and skills such as facilitative leadership and strategic planning.

Table 3: Decision making types (adapted from Young et al., 2017, and Jones et al., 2014)

| Type of decision | Simple | Complicated | Complex |
|----------------------------|---|--|--|
| Characteristics | Linear, actionable, can be solved with one solution. Often static risks with known treatments and outcomes. | Systemic, may require more than one solution to address. Will use a mixture of known and unknown treatments. Dynamic, but usually able to be stabilised over time. | Systemic, unbounded, multiple interrelated actions and solutions required to address the issue. The treatment will often evolve and change over time. Highly dynamic and unpredictable, high levels of uncertainty. Often high impact low probability. |
| Example | A faulty piece of machinery. | Containment of a natural hazard event. | Climate change, resilience, recovery. |
| Actionees | Individual to organisational – person or persons with allocated responsibility or the asset owner. | Collaborative – parties associated with and effected by the event. Shared ownership with delegated areas of responsibility. | Extensive collaboration – a ‘whole of society approach’. Complex collaborative ownership that is shared across society through inclusive partnerships. |
| Thinking frameworks | Logical, analytical, prescriptive and practical. | Short to medium-term thinking, analytical, responsive. Predominantly prescriptive but has intuitive elements that respond to changing circumstances. | Long-term, strategic, conceptual, lateral, analytical, creative, reflexive, continuous, flexible. |
| Leadership actions | Direct and review. | Consult, assess, respond and direct. | Consult, facilitate, reflect, empower and guide. |
| Skills | Technical. | Technical, tactical, soft skills (to a lesser degree). | Strategic, technical, soft skills. |

The development of an inclusive culture can be an uncomfortable process that needs to be undertaken with the workforce rather than at the workforce. There also needs to be recognition that it will take time, and is a process that requires commitment to the long-term outcomes, and recognition that each organisation will have a different pathway that is determined by their specific context and purpose.

DEVELOPING AN INCLUSIVE CULTURE

‘People need to be re-educated if we want to see changes in their behaviour.’

— EMO Frontline Responder

An inclusive environment is needed if diversity is to realise its full potential. This environment encompasses formal and informal structures, and includes:

- Physical aspects, such as facilities, technology and equipment, within these environments.
- Cultural norms and social and organisational structures that make up the psychosocial environment in which people work.

Examples of enabling factors and the different types of environments that combine to form an inclusive environment are shown in Table 4. Some enabling factors may be easy to achieve, such as a change of a procedure or including inclusion as an item agenda in planning activities. More costly components, such as upgrading of buildings and facilities and development of an inclusive culture can take time to realise. Small adjustments, however, can make a big difference to the comfort of individuals, and their sense of being accepted and considered. For example, having appropriate uniforms that are suitable to their body type or policies that enable people with families or cultural requirements to participate more fully.

Culture is formed through formal and informal influences. Formal aspects relate to governance and rules (e.g., the *Occupational Health and Safety Act 2004*) for organisations to provide and maintain a physically and psychologically safe working environment (Worksafe, 2017), and codes of conduct. The informal, less visible influences – such as social contracts between communities and organisations, and specific rules and hierarchies within teams – are equally important. These can result in deeply entrenched behaviours, particularly within teams that can override the formal rules in place. For example, discrimination is illegal, but employees may protect those who discriminate because of an informal understanding relating to ‘letting the team down’ or being disloyal.

Table 4: Types of D&I environments

| Types of environment | Examples of enabling factors that support inclusive environments |
|--------------------------------|--|
| Physical workplace | <ul style="list-style-type: none"> • Workspaces which encourage interaction • Buildings that are disability friendly • Accommodation of space for spiritual needs (e.g. prayer rooms) • Toilets that cater for different gender types • Firefighting equipment that considers the different physical makeup of different people • Computer programs that support people with different needs such as people with a disability or those with literacy challenges • Physically safe environment |
| Workforce culture | <ul style="list-style-type: none"> • Curious culture • Cultural intelligence and awareness • Cultural safety • Psycho-social safety • Inclusive culture |
| External organisational | <ul style="list-style-type: none"> • Inclusive partnerships with community, government, unions, boundary organisations and business and industry • Shared decision making, ownership, outcomes and benefits |
| Internal organisational | <ul style="list-style-type: none"> • Flexible and adaptive frameworks, processes and procedures • Mechanisms which support collaboration and communication • Inclusive leadership • Equal value being given to softer people-based skills and expertise |

How an inclusive environment is developed is specific to each organisation, and what is possible will depend on factors that include:

- Available resources
- The context in which organisations operate
- Organisational capability and maturity
- Political and organisational agendas and priorities
- Organisational culture
- Organisational structures
- The workforce composition (including volunteers)
- External factors such as government policies, unions and unanticipated events.

Developing an inclusive culture also requires simultaneous actions within and beyond organisations for implementation to be effective. These actions need to happen from individual through to institutional level (Table 5). Coordination is needed across these different levels to ensure that the interactions serve each EMO’s strategic and operational objectives. Understanding community and their level of inclusion is important, as this influences the volunteering and also how actions need to be undertaken across the PPRR spectrum.

Table 5: Different levels at which D&I work (Young et al., 2018)

| Levels | Definitions | Actors |
|-----------------------|--|---|
| Institutional | Formal or informal structures and arrangements that provide ‘the rules of the game’ (North, 1990) that govern and shape behaviour of a common set of groups and individuals. | Community, state, local and federal government, boundary organisations, business and industry |
| Organisational | Groups of individuals who share a common interest or purpose. A particular community, organisation, agency or network (this can also be a virtual community). | A particular community, organisation, agency or network |
| Teams | Smaller groups that exist within organisations who work together to achieve specific tasks or goals. | Units, brigades, work teams (e.g., communication or diversity team) |
| Individuals | Individual person or legal entity. | Employee, community member or volunteer |

Determining how people want to and can be included and what is needed to support this is the basis of creating an inclusive environment. One way of doing this is to work with diverse cohorts to create a Statement of Inclusion where they define what is important to them, their specific needs and the components (physical, emotional and cultural) that make them feel safe, welcomed and valued. These can then be used as starting point for negotiating what the priorities are and what is achievable (see Attachment A).

THE STRATEGIC PROCESS OF TRANSFORMATION

'I will come to work and no-one will talk about diversity, we will just be diverse.'

— Emergency service operational employee

Developing D&I practices throughout organisations is a form of social transformation that goes beyond a standard change process. The strong individual and organisational identities and the relationship between EMOs and the community means it cannot be dictated. People need to be guided through stages of awareness, acceptance, uptake and action until a critical mass is achieved that changes the status quo. This requires building and maintaining trust, and long-term working relationships across and between multiple stakeholders groups.

The systemic nature of D&I practice also requires simultaneous actions and coordination across different areas. This is a long-term change, made up of shorter-term transitional phases that culminate in a series of changes that result in transformation, rather than a change with a beginning and an end. The strategic change process (Figure 2) contains a hybrid of change, innovation, behavioural and identity-related components.

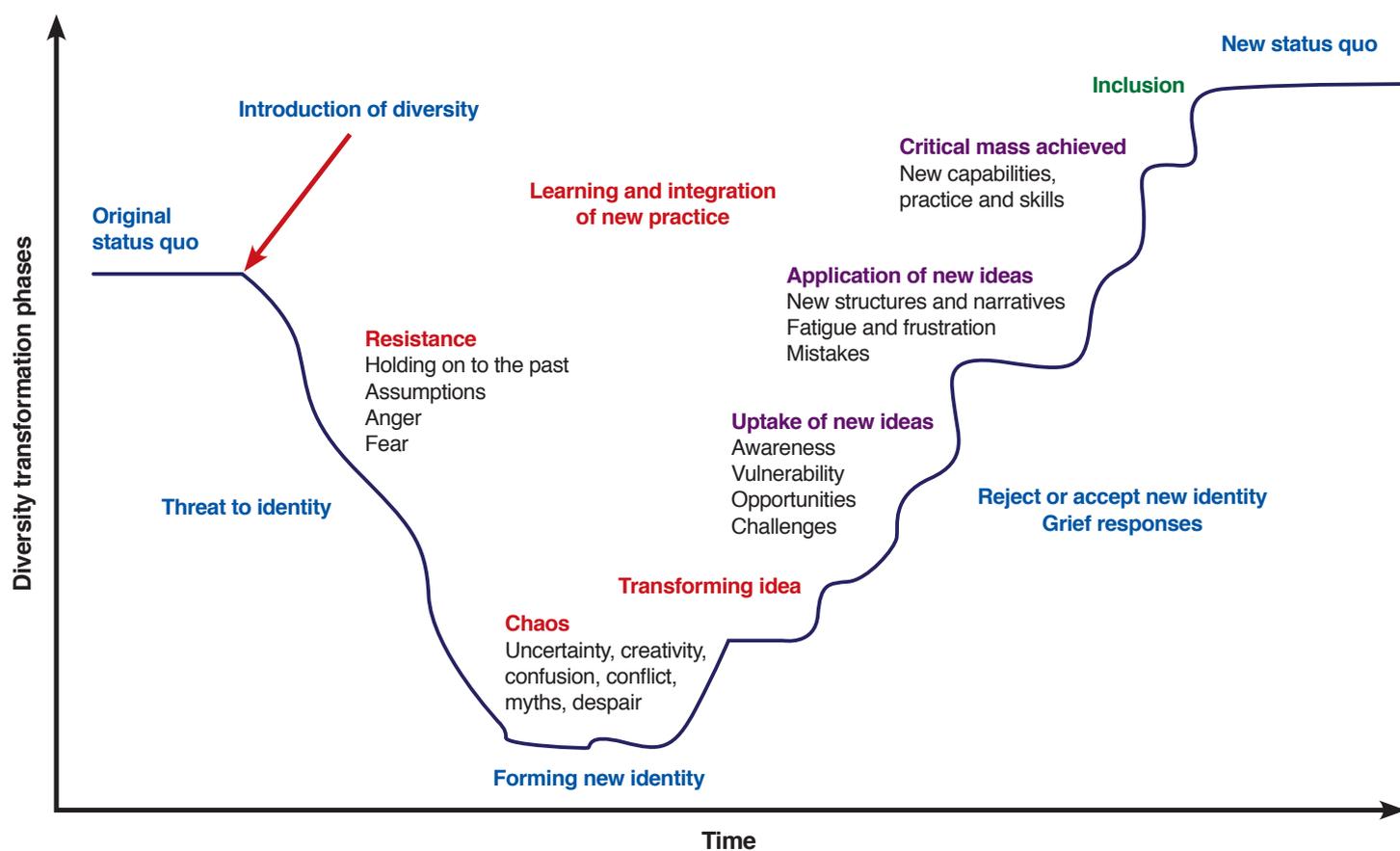


Figure 2: Phases of the D&I transformation process (adapted from Satir et al., 1991; Kübler-Ross, 1993; Gardenswartz and Rowe, 2003; and Rogers, 2010)

Although presented in a linear fashion, this is a dynamic process that can revert to previous phases if the context or activities require it to do so. Components of each phase can also be present in other phases of the process. For example, grief responses and conflict can manifest in all phases depending on the contextual experience of the individuals and groups within an organisation. These behaviours are not just associated with D&I activities, but are natural responses that accompany all change processes that require proactive management. Some phases may also occur concurrently or in a different order, particularly in the latter part of the process. A high level of innovation is also needed throughout the process. As a result, standard project management approaches are not always suitable, as they do not account for the uncertainty and contingencies inherent in these types of activities.

Priming the organisation and socialising the key concepts is a critical component of effective actions (Young et al., 2018). This is needed throughout the process as new elements are introduced to ensure there is common understanding of what needs to happen and why. It is important to be aware of how perceptions of the past, present and future can influence this

process. If there is no widely understood and accepted vision of an inclusive future organisation, individuals are likely to anchor themselves to the past. It is also important to acknowledge and address past experiences and ways of behaving, so they do not confuse and disable activities.

For D&I implementation to be successful, it also needs to be placed in the broader strategic context of what organisations wish to become. This highlights the importance of developing a future organisational vision so that D&I can be mapped into this and progress can be measured. A future vision is also important because it gives a ‘destination’ to work towards. Without this, individuals are more likely to resist change and revert to previous behaviours.

In terms of the community who participate as volunteers in the workforce and also autonomous participants, inclusion has two perspectives:

- The community perspective of what inclusion means to them, and the pathways for inclusion in emergency management activities, which is determined from their perspectives, and manifests through their community frameworks and structures.
- As volunteers who work within EMOs and where inclusion is informed and often directed through organisational frameworks and structures.

Key actions associated with this process are:

- Development of a strategic vision of the future workforce
- Development of D&I workforce profiles
- Mapping D&I pathways into the future workforce vision
- Securing resources, leadership and organisational buy-in and the creation of safe environments
- Development of short- and long-term measurements to evaluate progress
- Effective management of expectations across groups and organisations.

IDENTITY AND GRIEF AS PART OF THE PROCESS

‘People don’t resist change as such, they resist loss and they are afraid of changes if they think they are going to lose something.’

— Pete Buttigieg, Van Jones interview, CNN, March 2019

How people think and respond is central to change, so understanding what motivates people and what they value is key to effective D&I implementation. Of particular importance to D&I practice is understanding how the changing of identity – a key aspect that determines a sense as ‘belonging’ (Brewer and Gardner, 1996) – and established notions of the past organisation can result in a sense of loss and grief. As organisations and the roles they perform adapt and develop, those whose identities are strongly attached to the previous ways of operating and cultures may see changes as threatening and a loss rather than a benefit.

The Kübler-Ross five stages of grief (Table 6) are often used as a basis for understanding the different responses that people may encounter during this process so that they can be identified and managed proactively. How these are experienced will differ between individuals. In some cases, people may become stuck in a stage and be unable to move beyond that point, or may retreat to a previous phase, requiring specific interventions.

Table 6: Kübler-Ross five stages of grief (adapted from Kübler-Ross, 1969)

| Grief stages | Stage description | Possible responses |
|-------------------|---|--|
| Denial | Non-belief of the facts presented. | Consistent communication and engagement, accurate information and education. |
| Anger | Angry responses associated with the understanding that denial cannot continue, which often include blame and a sense of why me? | Listening activities or spaces where anger is acknowledged but not engaged with. |
| Bargaining | Where the individual tries to delay the action or develop a compromise that reduces the inevitable impact. | Firm communication and guidance, which encourages thinking beyond short-term solutions to the longer-term outcomes. |
| Depression | Beginning of acceptance, which can result in emotions such as fear, sadness and disconnection from things. A sense of loss. | Programs and supportive spaces that allow for articulation of feelings and provision of strategies for dealing with these. |
| Acceptance | Acceptance of the situation. | Support that enables forward thinking and actions. |

Considerations for this area are:

- How is the current identity and ways of working defined, and what are the associated narratives, traditions and social contracts?
- How are these likely to change?
- How should the new identity and ways of working be defined? What are the new contracts and narratives that need to be developed, and who needs to be part of developing these?
- What programs and activities are needed to support understanding and acceptance of these changes?

INNOVATION ACROSS THE PROCESS

‘We recruit a certain type of person to do a certain job, and at some point we ask them to do a very different job, which requires very different skills.’

— EMO Human Resources Manager

Innovation is a central aspect that supports the transformation and implementation process. It is needed to address the emerging community and service needs resulting from changing social, environmental and technological contexts in which EMOs operate. As this requires transformation in response to the multiple changes being experienced across society and the natural environment, systemic innovation where multiple forms of innovation need to occur at the same time (e.g., social innovation, process innovation, technological innovation, policy innovation). (See Attachment C for details.)

Social and technological innovation play a large role in supporting the changes needed in relation to social norms, and organisational and institutional structures. Organisations also need to respond to changes in internal and external environments, and manage the high level of uncertainty that this presents. This means that learning, reflection and adjustment are required on an ongoing basis, and that organisations must have active learning cultures. This type of learning is ongoing and extends beyond traditional notions of education and training. It encompasses learning models such as lifelong learning (see Attachment B for details), which considers the whole spectrum of learning from informal ways of learning such as communities of practice and mentoring, to professional development courses and specific training. It will be important to consider what types of skills and capabilities already exist with organisations, and to look at how these can be leveraged and made more visible. Examples of the tasks related to the required capabilities, skills and attributes are shown in Attachment D.

Notions of success and failure can be problematic, as a central aspect of managing innovation effectively is recognising that not every initiative will work. Safe spaces where people can discuss openly concerns in relation to aspects of work programs, and also have an honest dialogue about what works and what doesn't, are central to supporting this.

Adoption and diffusion are key aspects of the innovation process, and refer to how an innovation is taken up and spread across society once the innovation has been developed (Rogers, 2010). Adoption happens at an individual level, where a decision is made whether to adopt the idea and diffusion is how it spreads through groups so a critical mass can be achieved to ensure that the innovation is sustained. Socialising and allowing for open dialogue where people can reach a common understanding in relation to new and unfamiliar concepts is critical to this process.

Ceasing actions prior to a point where a critical mass is achieved can limit innovation, wasting time and resources. In the case of D&I, it can cause the culture to deflect back to previous states, which can break trust and impede forward progression of the overall agenda. It is particularly important to establish realistic expectations in relation what can be achieved in specific contexts, as achieving small 'solid' transitions and maintaining these is critical to achieving longer term transformational goals.

Considerations for this phase are:

- What types of innovation are going to be used?
- How is it going to be socialised so that it is more likely to be adopted?
- What systems, tools and processes are needed to share new knowledge and manage uncertainty?
- What skills and capabilities are needed to support effective management?

PROGRAMMATIC CONTINUOUS IMPROVEMENT PROCESS

‘You have to keep your foot on the peddle.’

— EMO Executive

Because implementation is part of a long-term proposition where new knowledge and ways of working and acting are developed, a continuous improvement process is required. This process sits with the strategic change process, and provides the foundation for transitional activities and how they can be managed and evaluated. This process is iterative and reflexive, and has been developed as a cycle that continues throughout the strategic process of change until the desired changed state is achieved. This process can be used for the following:

- The implementation of a suite of programs and activities that contribute to a strategic outcome
- The implementation of single programs and activities that contribute to the strategic outcome.

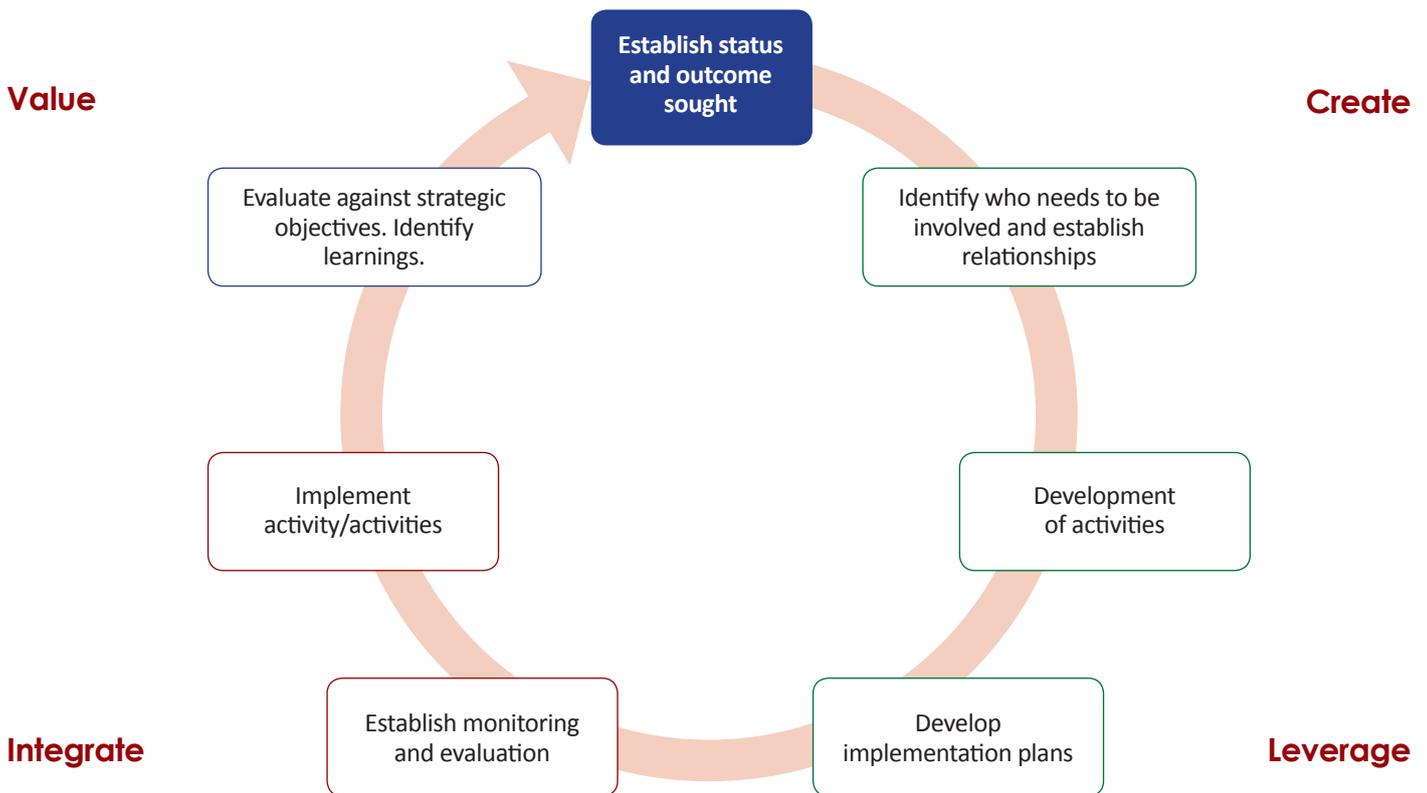


Figure 3: Programmatic process for implementation of diversity and inclusion programs

PROCESS PHASES

The seven phases contained within this process are summarised below to provide a starting point for organisations to build upon. Implementation is late in this process, because the focus is on social innovation and the need to ensure that the networks, understandings and structures needed for the program are in place.

Establish status and outcome sought

It is important for organisations to understand the status of their context and to ascertain where they sit in relation to the longer-term change process and the level of change needed. This will determine the nature of the activities needed and how these will need to be undertaken. The strategic vision and goals of the organisation also need to be considered, and outcomes and areas for focus selected to support organisational and community development.

Considerations for this phase are:

- Where are we in the strategic change process?
- What is our strategic vision and our key desired outcomes?
- What do we want to achieve with this phase/program in relation to this?
- What should be the key area of focus?

Identify stakeholders and establish relationships

As D&I activities are related to social change, activities need to ensure that they have input from the different groups who have a stake in the outcome so that buy-in and ownership of programs is established from the onset of planning. In some cases, there will already be established relationships that can be leveraged, but in other cases new relationships will need to be established. High level leadership commitment to programs is an important aspect of ensuring the success of programs.

Considerations for this phase are:

- What leadership is needed for the program, and how should you secure endorsement and support of the program?
- Who is likely to benefit from this outcome?
- Who is open and willing to participate in this agenda?
- Who will be needed to support and contribute to activities?
- What relationships are already established that can support and contribute to activities?
- What new relationships need to be developed to support and contribute to activities?
- How do we engage with these different cohorts, and how will we communicate the key desired outcome(s) and focus for activities?

Development of activities

Due to the context-specific and differing focus of programs, each organisation will need to determine the activities and expertise they need to achieve outcomes. It is important to work with, and consider the needs of, key stakeholders in the development as part of reinforcing ownership and buy-in of programs. It is also important to consider potential outcomes for programs, and whether additional priming or socialisation activities will need to be scheduled to deliver the program effectively. For example, communication and cultural training prior to the introduction of diverse team members.

Considerations for this phase are:

- What are the key outcomes the program hopes to achieve, and how will we assess progress?
- What activities are most likely to support this outcome?
- Are there new aspects of the program that need to be explained or socialised with specific cohorts?
- Who are the people who will undertake these activities?
- Are there any current activities that align with this activity, and can they be leveraged?
- Do we have the right structures and supports in place to implement these activities?

Implementation plans

Implementation plans are developed once activities are determined, and depend on the type of activity and who is involved. D&I implementation is evolving, which has resulted in a high level of innovation in many programs. As a result, many practitioners are 'learning by doing', so innovation frameworks tend to be more useful than standard project planning approaches. These include different forms of evaluation and feedback loops that can be useful for gaining insight into activities as they unfold, to support proactive management of these risks. These activities often have higher than normal transaction costs, and may also take longer to implement than other more 'standardised' processes, where processes are known and understood.

Considerations for this phase are:

- What resources are needed and who should provide these?
- Who are the key stakeholders, and what type of engagement is needed to ensure this activity is effective?
- Are the timelines realistic to achieving the desired outcomes?
- What responses are likely from this program, and what strategies are in place for managing potential negative outcomes (e.g., resistance)?
- What feedback is needed during the program, and what current feedback mechanisms can be leveraged to support activities (e.g., feedback from team meetings)?

Establish monitoring and evaluation

Monitoring, evaluation and collation of data is evolving. They are needed so that programs can be measured and managed proactively. Measurements of D&I are complex as they include qualitative and quantitative measures, and short- and long-term measurements are needed. Consideration also needs to be given to expected and unexpected outcomes of individual activities, and how these can be measured to support proactive and informed management of the process.

The key purpose of measurement in this area is:

- To manage innovation in programs as not everything will work, and perverse outcomes can occur. Ongoing monitoring ensures assessment so that issues can be appropriately managed during the process.
- To understand what components of the program are effective and why, and the rate of progress.
- To build data and data systems to support decision making, particularly in relation to benefits to support development of future programs and business cases.
- To support ongoing learning and capability building.
- To address the need of the impact of the program, not just whether the program has been delivered.

Considerations for this phase are:

- What data needs to be collected, and why does this need to be collected?
- What monitoring and evaluation mechanisms currently exist and how they can be leveraged (e.g., organisational surveys that contain engagement and wellbeing measures or regular meetings)?
- What new or different measurements might be needed?
- What short-term measurements are needed during the program to manage program risk?
- What short- and long-term measurements are needed to determine impact?
- Is this program innovative (e.g., is it a pilot program)? If so, what measurements are needed?

Implementation activities

Implementation is a dynamic process that requires inclusive skills, management and leadership, and an ability to manage uncertainty and complexity. It also involves participants being actively involved as part of the implementation. How the program is undertaken is as important as what is being implemented. This is because the act of inclusion of diversity is dependent upon constructive interactions if it is to be effective. This can be an uncomfortable process, as new ways of working and thinking often need to be established as part of this phase. It is important that flexibility and reflection are built into the implementation phase to ensure that the program can be adjusted if the program experiences unexpected events. Managing expectations to ensure that participants have a common understanding of what the purpose of the program is, and what it aims to achieve, are critical.

Considerations for this phase are:

- Who do the aims and purpose of this program need to be communicated to? How should it be communicated, and who should be communicating this?
- Who are the leaders and what is expected of them in relation to the program?
- What mechanisms/systems are needed to ensure ongoing feedback and communication during this phase?
- How can existing organisational mechanisms/system/processes be leveraged?
- What mechanisms/systems/processes are needed to ensure that the program is able to adapt if challenges arise?
- How will discomfort and potential conflict/resistance be managed, and who is responsible for managing this?

Evaluate against strategic objectives to identify learnings

As each program or suite of programs is part of a longer-term activity and practice is evolving, evaluation at the completion of each program is needed. This serves the following purpose:

- To evaluate what progress has been made in relation to strategic outcomes.
- To capture and document what worked and what didn't, so that this can be used to build skills and capability in relation to delivery of these programs.
- To understand how future program delivery can be enhanced, and what new programs may need to be developed.
- To identify and document the benefits that have been gained by this program, and also to determine whether there needs to be longer-term evaluation of these.

Considerations for this phase are:

- What was achieved by this program? What were the benefits and who benefitted?
- How did this program contribute to the strategic objectives of the organisation?
- What worked well in this program and why did it work?
- Are there strategies/approaches that were used that might be useful for future programs? Can they be used in other areas of the organisation to enhance program management?
- Where and how can lessons learned be integrated into current systems?
- Are there any new measurements that need to be considered as a result of this program?

Activities that support the process

Four activities are needed throughout this process: valuing, creating, leveraging (Wheeler, 2010) and integration. These are critical to ensuring that emerging D&I needs are identified, addressed, and become part of organisational frameworks and everyday work practice.

Considerations for this phase are:

- What needs to be created (work or community culture, structures, systems, processes, communication)? Why does it need to be created, and how can it be created?
- What is valued? What needs to be valued, and how does it need to be valued?
- What new learnings need to be integrated, and where can they be integrated into current systems and practices?
- What can be leveraged in our organisation, and how can it be leveraged to support implementation?

INCLUSIVE GROWTH – BOTTOM-UP

‘Inclusion is not bringing people into what already exists; it is making a new space, a better space for everyone.’

— Professor George Dei, University of Toronto

Inclusive growth from the ground up is a critical part of transformation, and the element that defines how key activities within the strategic and programmatic processes are undertaken. This bottom-up growth happens at an institutional/organisational and team level, and supports the development of an environment of trust where diversity is valued, and differences are acknowledged and respected. This provides the foundation for an environment where different ideas and new ways of acting that support behavioural change are enabled. Developing a safe space where people feel accepted and able to communicate openly is central to this process.

These activities provide the connection and cohesion needed for organisations and communities to adapt and respond effectively in dynamic situations through building strong relationships and working partnerships. The type of interactions and social contracts between those within, and external to, organisations is a key determinant of the quality of the relationships and social capital built through these activities.

The overarching aim of the four areas of activity (Table 7) is to help define the specific actions and tasks associated with each phase, which supports the growth of safe and inclusive practice and work environments. As this is a process of increasing awareness and understanding, solution-focused approaches that support individuals to ‘go through the process of making connections themselves’ (Rock and Swartz, 2007) are likely to be more effective. Development of healthy feedback and communication pathways that enable learning and promotes the growth of innovative ideas and effective management, provide the structures that enable positive cultures and relationships to grow. These activities can also help organisations determine the types of approaches that are most suited to the tasks and skill and capability needs.

These activities form the basis for the development of collaborative interactions that empower individuals and build trust.

Table 7: Key actions and supporting tasks for creating an inclusive culture supporting D&I-led change

| Key action | Supporting tasks |
|---------------------------------------|--|
| Connect and understand | <ul style="list-style-type: none">• Observe, listen• Seek out ideas |
| Develop relationships | <ul style="list-style-type: none">• Welcome difference• Enable ideas, trust• Build common language, purpose• Establish boundaries• Build on existing values, strengths• Be reflective, flexible |
| Collaborate and empower action | <ul style="list-style-type: none">• Enable leadership, ownership of actions• Leverage capabilities, skills• Create pathways for two-way dialogue/feedback• Acknowledge, respect contributions• Watch, listen, learn, reflect, adjust |
| Celebrate and share | <ul style="list-style-type: none">• Evaluate, celebrate, share achievements/learnings• Acknowledge, reward achievements/contributions |

CONNECT AND UNDERSTAND

Purpose

To understand that the cohort needs to be engaged with and participate in the programs, what their point of interest might be, and to create a foundation for healthy knowledge exchange and trust-building.

Key considerations

- What do people know about D&I, how do they think about it?
- How do people describe D&I, and what language do they use?
- Who are the knowledge-holders in an organisation/community, and what knowledge do they possess?
- What is needed to welcome and encourage people to connect with us?

DEVELOP RELATIONSHIPS

Purpose

To develop meaningful relationships that build trust and common understandings, and provide value to those involved in activities.

Key considerations

- What sort of relationships need to be developed, and who do these need to be developed with?
- Who needs to be included, and how do they want to be included?
- Who wants to be included, and how can this be accommodated?
- How will we ensure constructive and safe conversations between these diverse parties?

COLLABORATE AND EMPOWER ACTIONS

Purpose

To provide the structures that support leaders and enable collaboration and ongoing learning to build knowledge and capability.

Key considerations

- Who has agency to act, and how can they act?
- Who are the current and emerging leaders in your organisation/community, and how can they lead and empower others?
- Who are the connectors and potential champions, and what role can they play?
- What is needed to support ongoing collaboration, cohesion and learning to support these relationships?

CELEBRATE AND SHARE

Purpose

To acknowledge the achievements and contributions of those who have contributed, and to share learnings to increase knowledge and capability.

Key considerations

- What have we achieved, how has it created and added value, and who are the beneficiaries of this?
- Who should we celebrate this with, and how should we celebrate it?
- Who else could benefit from this, and what is the best way for us to share what we have learned and achieved with them?

RISK

‘People don’t value what they don’t understand, and I think some values and risks get dismissed because they are seen as too much hard work.’

— Government Policy Maker

One of the challenges regarding D&I risk is the lack of visibility and the perception that it is a ‘soft risk’, and that the management of this is less important than other more tangible risks. As awareness and understanding of these risks grows so too does the importance of managing them explicitly across organisations.

To date aspects of D&I risk have been implicitly managed across the EMOs by departments such as Human Resources/ People and Culture, Professional Conduct and Recruitment. For the most part, management of D&I risk has been dependent upon skilled individuals who have experience and/or training in relation to people management, and organisational change and innovation. These include positions such as D&I officers, human resource personnel, managers, community liaison officers and engagement officers.

As the community is a participant in EMO activities, it is also important to understand D&I risks that exist within them as they can create risks for organisations, particularly in relation to response and recovery. This risk is harder to define as it is more diffuse and less tangible, manifesting in impacts such as isolation and decreased wellbeing that are not always visible. Ownership for these risks is also often shared across multiple institutional stakeholders, and is poorly understood resulting

in unowned risks that are not managed (Young et al., 2017). To date, community D&I risk has been implicitly managed through organisations and agencies who have carriage of agendas and programs such as resilience, wellbeing, recovery and community health and development. It has also been managed by individuals within the community, (e.g., individual advocates and those who negotiate within these communities to resolve issues such as spiritual leaders).

For this risk to be properly managed and mitigated, first it needs to be recognised and understood by all the stakeholders who are part of the emergency management system. In terms of organisations, this requires a whole-of-organisation approach, where it is embedded into systems and day-to-day tasks. It also requires greater cohesion and the understanding as to what inclusion means from the community and government perspective, so that these agendas can be effectively negotiated and collaboratively managed.

INTEGRATING DIVERSITY AND INCLUSION USING THE RISK PROCESS

Integration of D&I requires a whole-of-system approach that considers the current organisational and operational risk frameworks, systems and tools in EMOs to identify where there are opportunities for D&I risk to be embedded. Consideration also needs to be given to government and community mechanisms so that these can be leveraged to inform decision making. Examples include the following.

Organisational risk

- Risk registers
- Human resource departments within organisations, through agendas such as employee wellbeing, recruitment, codes of conduct and human resource management tools
- The National Risk Emergency Assessment Guidelines (NERAG): D&I risk can be included as part of the social and human risk delivery and management of natural hazards
- The ISO 13000:2018 standard used in some organisations also provides a basis for strategic and systemic risk management and inclusion
- Quality assurance and business improvement frameworks
- Monitoring and evaluation frameworks and tools
- Innovation management frameworks and approaches such as pilot programs, and management frameworks (e.g., People Matters Surveys)
- Communication plans.

Community risk

- State and local government emergency management plans and NERAG-based assessments
- Community-led risk assessments
- Government (federal, state and local) and community organisations and EMOs programs and frameworks, related to resilience-building, wellbeing, community health and development, continuity plans and sustainable development.

As understanding and management of this type of risk is evolving, a key part of this is to ensure that capability and capacity to mitigate and manage D&I risk is being built as it is embedded. One of the ways of achieving this is to undertake a mapping exercise, which steps through the risk process but also links risks to tasks so that skills and capabilities are identified and can be planned for (Table 8).

Risk mapping exercises can also be used to identify and understand ownership of the risk, and where the responsibility for this management should be placed. It can also help provide the basis for the development of business cases and project plans so that programs can be effectively scoped and resourced. This supports more robust business cases, and responsive planning that aligns with strategic and programmatic objectives. (Further details are contained in Attachment D.)

Table 8: Example of basic task connected mapping of a D&I risk

| | |
|----------------------|--|
| Risk | Exclusion or discrimination due to difference |
| Risk category | OHS |
| Consequences | Low morale, disengagement, WorkCover/liability claims |
| Treatment | Develop inclusive workplace culture program, education, measurement of wellbeing |
| Benefits | Decrease in insurance premiums, increase in trust, wellbeing and community safety |
| Key tasks | Monitoring and evaluation, engagement/communication, program development, project and risk management, innovation, education |
| Skills | Engagement, communication, educational, strategic, innovation, project and risk management |
| Capability | Risk management, self-care, cultural and emotional capability |

KEY AREAS OF ACTIVITY NEEDED TO SUPPORT INTEGRATION

There are four areas of activity that are needed to support embedding D&I risk and build an inclusive culture throughout the Emergency Management Sector (Figure 4). These four areas can be aligned with, and programmed into, the strategic and programmatic processes.

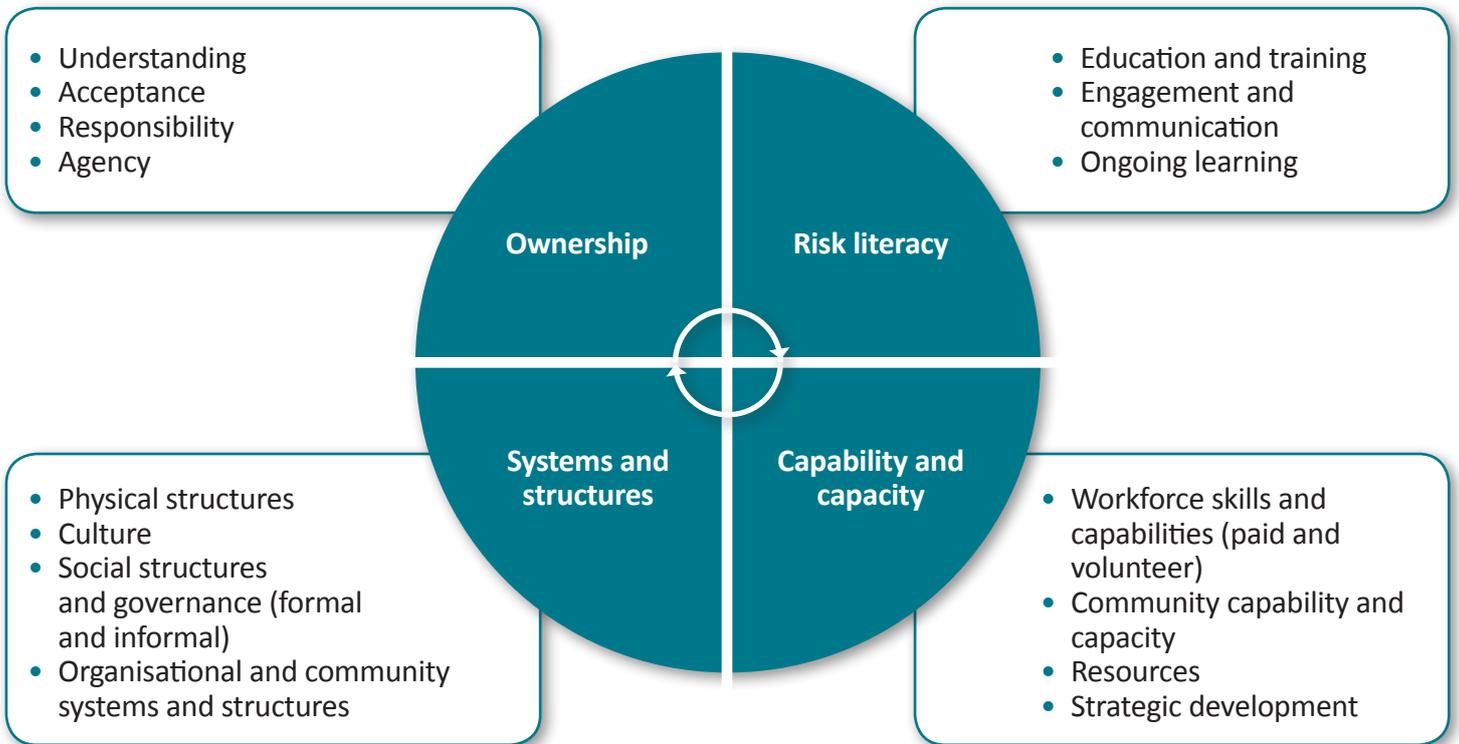


Figure 4: Key activities that support embedding diversity and inclusion risk into existing systems

OWNERSHIP

Purpose

To ensure that people take ownership of inclusion actions that support diversity, and that they accept the risk, take responsibility for their actions, and have agency to act.

Considerations

- Are there cultural/structural or historical aspects that may inform how people are likely to respond to this risk?
- Are there systems in place that ensure people have agency to act?
- How is responsibility to be identified and allocated?

RISK LITERACY

Purpose

To ensure that people obtain a level of risk literacy so they are able to understand what the risks are, and what their options are in relation to how to mitigate and manage this.

Considerations

- What is the level of risk literacy?
- What education/information/tools are needed to ensure that people are able to be able to understand and identify this risk and share learnings about the risk?
- What types of communication and engagement are likely to be most effective with the different cohorts?
- Who are the people who are most likely to be trusted and listened to by these cohorts?

CAPABILITY AND CAPACITY

Purpose

To identify organisational and community capacity and capability, and strategically build and leverage these to ensure organisations and communities have the ability to act.

Considerations

- What skills and capabilities currently exist in the organisation and their community? How are these identified, and how can they be leveraged?
- What skills and capabilities need to be developed, and who needs to develop these?
- What resources are currently allocated to this agenda, and what level of resources need to be allocated to this agenda?
- Is the development of capability and capacity needed support the increasing D&I part of our strategy? If not, how should it be included?
- How will investment in developing these capabilities and skills be rewarded?
- What benefits can be derived from building these skills and capabilities?

SYSTEMS AND STRUCTURES

Purpose

To develop the formal and informal social and organisational structures and systems that support the behaviours and ways of working that enable effective D&I.

Considerations

- What systems and structures currently exist where D&I management and measurement can be embedded?
- What systems and structures act as barriers to effective implementation of D&I?
- What new systems and structures might be needed to support practice in this area?
- What small adjustments can be made that will support the larger adjustments that are needed?

CONCLUSION

'It is not the strongest that survive or the most intelligent, but the one most responsive to change'

— Charles Darwin

Inclusive practice is central to EMOs and their communities being able to deliver effective solutions across the PPRR spectrum in response to a multitude of compounding hazards that are creating unprecedented outcomes and novel risks.

Organisations need to problem-solve and partner with increasingly diverse cohorts to manage these risks. Workforce awareness and understanding of the multiple types of risk that inform this agenda is now central to sustainable development, and the provision of services and support to impacted communities. Resolve and stamina is needed if they are to transform and become the inclusive learning organisations their communities need them to be. Change of this magnitude is always inherently risky. However, to fail to adapt to the changing social landscape and its emerging needs poses a far greater risk.

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ATTACHMENT A: A STATEMENT OF INCLUSION

‘Often you are competing for space to be heard and it is more about having the loudest voice and being told what to do, rather than listening and learning from people who actually work in this space.’

— EMO Workshop participant

Statements of inclusion are statements that are developed by a specific diverse cohort(s) that define the boundaries for inclusion. They are a mechanism for diverse peoples to define what inclusion means to them, and what factors enable them to participate and feel welcomed, safe and valued.

Their purpose can vary and be dependent upon the desired outcome, which, for example, could be any of the following:

- To enable people who are different to articulate what inclusion means to them in their own way
- To educate others about the unique aspects of diverse cohorts
- To develop a shared understanding of what is needed by this cohort to enable inclusion
- As a planning tool to enable discussion and negotiation with diverse cohorts as to how an inclusive environment can be achieved in different contexts.

Because statements vary in purpose, they may be presented in multiple formats. Some examples are as follows:

- Statements by communities to inform other bodies/agencies as to how they want to be included in decision making. This could be presented as a formal document that is presented to other parties.
- Organisational audits led by diverse cohorts presented as reports.
- Educational or experiential formats that show others what inclusion looks and feels like from a different perspective. These could include videos, auditory recordings, a live presentation or artistic representation.

Although the process may be collaboratively developed or requested by a third party, the statement that is produced is owned by the diverse cohort working with the group/organisation. Although this process may be guided by others, it is important that activities to develop a statement of inclusion should be led by the diverse cohort.

SOME AREAS THAT CAN BE CONSIDERED WHEN DEVELOPING A STATEMENT

As each statement is specific to a context and issue, areas for consideration needs to be specifically developed that relate to this. Examples of the types of questions that may be considered by the diverse cohort developing the statement could include the following:

- What are our past and present stories, and how do they define our identity?
- What are the challenges, opportunities and needs, and benefits to inclusion?
- What are the key motivations and values for our cohort/community?
- What relationship does our cohort/community have with the physical environment/requirements, and what specific needs might there be?
- Are there specific language needs (physical, written, spoken and heard)?
- Are the cultural and social norms different to the pervading cultural and social norms in the context? If so, how are they different, and why and what might this mean in relation to the context/issue?

ATTACHMENT B: LIFELONG LEARNING

Adapted from Young et al., 2018, p61–62

Lifelong learning is a paradigm for learning that emerged in the early 1990s that has become increasingly important since the advent of new and rapidly evolving technologies. Ongoing learning became critical in ensuring that the workforce was able to maintain performance levels to keep up with those changes.

Lifelong learning is defined as: ‘... all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective’ (Commission of the European Communities, 2001, p3).

It recognises that people learn in a many different ways throughout their lives (Tough, 1979), and places value on these different types of learning and the sense-making processes that individuals undertake as part of adjusting to something new. It supports the development of active citizenship, and personal and professional development through learning. It is a continuous process that is ‘... voluntary, and self-motivated’ (Cliath, 2000, p29), and happens through interactions at work and in the broader community.

Lifelong learning encompasses the whole spectrum of formal learning (e.g., higher education), non-formal (e.g., conferences, inter-agency learning), and informal learning (learning from others). It also includes experiential learning, such as lessons learned from experiences responding to a different type of flood or fire.

The Department of Education and Science in Dublin outlined three key principals in *Learning for life: white paper on adult education* (Cliath, 2000). These are (p28):

- a systemic approach
- equality
- multiculturalism.

They also outlined six key priority areas for this type of learning (p28):

- consciousness raising
- citizenship
- cohesion
- competitiveness
- cultural development
- community building.

Key aspects of implementation of lifelong learning are the centrality of the learner, the importance of equal opportunities, and the quality and relevance of learning (Commission of the European Communities, 2001).

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ATTACHMENT C: SYSTEMIC INNOVATION

Adapted from Young, C., 2014, p8

Systemic innovation is a type of innovation that is useful for complex issues such as adaptation. It was originally developed in business systems as it was recognised that some innovations required other parts of the business system to change. In innovation, this type of social change 'is rarely achieved through a single organisation or sector, but involves a complex interaction of public policy and reforms to legislation, changes to business and community cultures and practices, as well as shifts in consumer attitudes and behaviour' (Davies et al., 2013). It requires multiple actions in different areas to interact together to achieve this change. For example, in the case of solar panels in Australia, policy, education, community engagement and financial mechanisms were needed to enable the early uptake phase to help establish the new market. Aspects of social interaction such as peer effects[†] were also important (Bollinger and Gillingham, 2012).

Key aspects of systemic innovation identified by Social Innovation Europe (Davies et al., 2013) are:

- It develops following a crisis or period of upheaval
- New ideas, concepts and paradigms
- New laws and/or regulations across a broad area
- Coalitions for change of many actors and/or across more than one sector or scale
- Changed market metrics or measurement tools
- Changed power relationships and new types of power structures
- Widespread diffusion of technology and technology development
- New skills or roles across many actors
- New institutions
- Widespread changes in behaviour, structures and/or processes.

Because systemic innovation requires extensive collaboration and connection between the innovations, it can take more time than a single innovation, and it requires more resources and investment to achieve outcomes.

For practitioners, it highlights the importance of strategic, collaborative arrangements across diverse interest groups from the public, private and community areas to enable and embed innovations. Even if you are not directly working with a group, being aware of other areas of innovations and looking at the opportunities to work with, position, or work off other innovations is necessary with adaptation. This is not always a comfortable process due to the diverse stakeholders involved in projects. Managing these 'uneasy alliances' requires understanding and collaborative mechanisms that negotiate and resolve conflicts that can arise due to diverse agendas to achieve effective outcomes.

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[†] Peer effects are the influence of group behaviours and norms on individual choice (e.g., a person may choose to wear certain types of clothes or buy certain products because this is part of being an accepted member of the group).

ATTACHMENT D: MAPPING DIVERSITY AND INCLUSION RISK INTO TASK AND WORKFORCE NEEDS

| Risk category | Type | Primary capitals at risk | Risks | Impacts and consequences | Treatment | Benefits | Key tasks | Attributes | Skills | Capabilities |
|---------------------------------------|----------------------|------------------------------|--|--|---|---|---|--|---|---|
| OHS (primary) | Direct | Human Social Financial | <ul style="list-style-type: none"> Bullying Interpersonal conflict Exclusion from tasks or roles on grounds of difference Decreased wellbeing | <ul style="list-style-type: none"> Low morale Disengagement Decrease in wellbeing Long-term psychosocial impacts Increased WorkCover/liability claims Reputational, legal and operational risk | <ul style="list-style-type: none"> Develop programs to support inclusive environment with psychosocial safety Behaviour awareness programs | <ul style="list-style-type: none"> Increased workforce wellbeing Reduction of insurance premiums Improved retention | <ul style="list-style-type: none"> Monitoring and evaluation Communication Problem solving Assessment | <ul style="list-style-type: none"> Situational awareness Cultural sensitivity Emotional intelligence Responsible Trustworthy Proactive Empathy | <ul style="list-style-type: none"> Technical skills Language skills Educational Analytical Strategic Legal Auditing | <ul style="list-style-type: none"> Risk management Cultural intelligence Self-care Emotional intelligence Caring |
| Reputational | Indirect External | Social | <ul style="list-style-type: none"> Damage to reputation due to either inaction or poorly implemented actions becoming public, loss of trust Increased negative media attention due to individual or group actions | <ul style="list-style-type: none"> Loss of community trust and social contract with EMOs Negative perception of EMS Under-represented cohorts less likely to apply/volunteer for jobs Disengagement of community Increased community risk | <ul style="list-style-type: none"> Proactive communication Language skills development of communication team Develop communication partnerships in diverse communities Increase engagement with diverse communities Build community capability | <ul style="list-style-type: none"> Increased trust between diverse communities and EMS Increased collaboration Improved control of public narrative Greater engagement of diverse communities Attraction of more diverse recruits | <ul style="list-style-type: none"> Strategic communication and engagement Negotiation Leveraging Building trust Proactive management Maintaining cultural standards Management of media Communication mapping | <ul style="list-style-type: none"> Proactive Communicative Authenticity Transparency Communicative Strategic Political acumen Adaptive Responsive | <ul style="list-style-type: none"> Public relations Social media skills Language skills Analysis Policy analysis Strategic planning Listening Translational Stakeholder management | <ul style="list-style-type: none"> Effective communication Negotiation Leveraging Strategic Political Bridging Collaboration |
| Operational (service delivery) | Direct | Human Social | <ul style="list-style-type: none"> Team breakdown, poor coordination Diminished internal cohesion and organisational agility reduces service and response capability Negative conflict Lack of retention of diverse employees Toxic cultures which cause harm to others | <ul style="list-style-type: none"> Reduced engagement with community, increasing their risk Poor emergency response, greater recovery needs Increased injury and trauma in organisations and the community Poor retention of workforce | <ul style="list-style-type: none"> Socialisation of D&I Partnerships Targeted recruitment program Identification and leveraging of capabilities of volunteers/community Development and management of transitional action to support change Exposure to difference Develop D&I skills Reward D&I skills | <ul style="list-style-type: none"> Enhanced service delivery Engaged workforce Increased trust across the workforce Increased engagement and collaboration between areas of organisation Improved work culture Increased innovation | <ul style="list-style-type: none"> Proactive management coordination Communication Team building Monitoring and evaluation Engagement Inclusive leadership Creation of safe work environment Management of conflict Building value for D&I | <ul style="list-style-type: none"> Openness Willingness to learn Authenticity Integrity Respect for difference Inclusive Empathy Decisive Responsible Proactive | <ul style="list-style-type: none"> Adaptive Reflective Responsive Translational skills Decision making Strategic planning High level communication Listening Supporting | <ul style="list-style-type: none"> Bridging Strategic Leveraging Collaboration Networking Strategic Planning Diplomacy Innovation Self-care |
| Legal | Indirect Direct | Social Financial | <ul style="list-style-type: none"> Sued by employees or public for discrimination Post-event judicial enquiries where D&I is in terms of reference or provides material evidence Loss of trust EMS due to the above Increased cost due to increased insurance premiums and legal costs | <ul style="list-style-type: none"> Unbudgeted financial liabilities Reputational risk Political and legal directives to reform Loss of trust between the community and agencies, and within organisations Reduction in transparency Defensive management Resources diverted away from other areas | <ul style="list-style-type: none"> Inclusive culture programs Education of all employees in relation to legal liabilities and link to D&I D&I governance D&I training and education programs | <ul style="list-style-type: none"> Reduction of legal actions Improved culture Less diversion of resources More ethical and equitable decision making Decrease in insurance premiums | <ul style="list-style-type: none"> Policy and practice oversight Case law/research Understand regulations Translate and advise others in relation to legal requirements Input into inclusive culture programs Monitoring and evaluation | <ul style="list-style-type: none"> Detail focused Analytical Relational Integrity Transparency Responsible | <ul style="list-style-type: none"> Legal Technical Analytical Strategic Auditing Communication Policy development Governance | <ul style="list-style-type: none"> Inclusion capability Communication Program development Negotiation Governance |
| Innovation | Direct | Social Human Financial | <ul style="list-style-type: none"> Failure to socialise innovation Perverse outcomes of novel initiatives and strategies Risk-averse leadership Industrial relations environment favouring status quo | <ul style="list-style-type: none"> Impressions of failure Disengagement of internal and external stakeholders Reduction of available resources Reputational risk (if public) Perverse outcomes that negatively impact desired D&I outcomes | <ul style="list-style-type: none"> Develop flexible continuous learning cultures Socialise programs and research Adaptive management Develop and pilot D&I programs Develop innovation management skills Development of feedback mechanisms | <ul style="list-style-type: none"> Increased innovation Focused use of resources for innovation Decreased reputational damage Increased engagement and empowerment | <ul style="list-style-type: none"> Communicating experience Team building Monitoring, evaluation and assessment Expectation management of programs Reflection Change management Leadership | <ul style="list-style-type: none"> High risk tolerance Adaptive/agile Reflective Analytical Creative Curious Courageous Flexible Resilient Leadership Intuitive | <ul style="list-style-type: none"> Systemic thinking Analysis Educational Listening Program development Promotional Leveraging Relational and networking Stakeholder management Cultural intelligence Thought leadership | <ul style="list-style-type: none"> Adaptive Learning Innovation Change Educational Thought leadership Cultural Creative |

Note: The contents of this table derive from previous research undertaken by this project, and also data collated from the workshop and focus groups.

| Risk category | Type | Primary capitals at risk | Risks | Impacts and consequences | Treatment | Benefits | Key tasks | Attributes | Skills | Capabilities |
|--|---------------------|------------------------------|---|--|---|--|---|---|--|--|
| Programmatic risk (D&I program implementation) | Direct | Human Social | <ul style="list-style-type: none"> Failure to socialise program Resistance Increased internal conflict Reduction in quality of service delivery Management turnover and change in direction | <ul style="list-style-type: none"> Deflection back to previous behaviours Perverse outcomes Disengagement and stress Operational risk Development of factions within organisation instead of inclusion | <ul style="list-style-type: none"> Develop manager skills Educational programs D&I management Identify Stakeholder mapping and management Strategic implementation of D&I programs. | <ul style="list-style-type: none"> Improved organisational culture Increased partnering with community A sustained and sustainable diversified and inclusive workforce Enhanced service delivery and community safety | <ul style="list-style-type: none"> Socialisation of programs Management of innovation Collaboration Partnerships and stakeholder management Trust building Monitoring and evaluation Leveraging resources Leadership Communication, education and engagement Prioritisation of tasks | <ul style="list-style-type: none"> Strategic Creative Leadership Authenticity Empathy Organised Resilient Analytical Courageous People-focused Agile Open Patient Intuitive | <ul style="list-style-type: none"> Leadership Cultural intelligence Systems thinking Analytical Engagement and networking Strategic Inclusive and empathic leadership Communication Project planning and management | <ul style="list-style-type: none"> Cultural leadership Learning Adaptive Self-care Inclusive Creative Bridging Management |
| Strategic (D&I involvement in PPRR and resilience strategies) | Direct | Human Social Financial | <ul style="list-style-type: none"> Team conflict, fragmentation in organisation Blockers dominate Lack of long-term resources to provide continuity Lack of agreement on strategic direction, especially 'hard' v 'soft' strategies | <ul style="list-style-type: none"> Organisations become unsustainable with risk of privatisation or 'reform' Inability to meet core purpose of organisation and community expectations Reversion to the 'old ways' Decrease in community safety Increasing costs of disaster recovery | <ul style="list-style-type: none"> Maintain strong links to research Develop future vision of future D&I organisation Identify and map D&I capability in organisations and the community Develop evidence-based business case based on evidence Map D&I beneficiaries and stakeholders | <ul style="list-style-type: none"> Focused programs that are more effective Better resource management Increased community safety Greater understanding of the benefits of D&I Increased investment in D&I More engaged and empowered workforce Better management of change | <ul style="list-style-type: none"> Scenario planning Socialise future vision Collection of evidence and research Analysis Development of strategic plan and indicators Communication and engagement of workforce and community to create a common understanding and buy-in Ongoing monitoring and evaluation Economic evaluation Change and stakeholder management Building trust | <ul style="list-style-type: none"> Strategic Visionary Systemic outlook Clear communication Trustworthy Engaging Energetic Forward thinking Open Collaborative Empathic | <ul style="list-style-type: none"> Emotional and cultural intelligence Strategic planning Narrative development Change and transformation management Communication and engagement skills Inclusive leadership | <ul style="list-style-type: none"> Transformational Innovation Strategic Leadership Management Communication and engagement Collaborative |
| Political | Direct and indirect | Social Financial | <ul style="list-style-type: none"> Disruption of D&I programs and strategies via changing political agenda Need for a political quick fix threatens strategic agenda Reduced trust between community and EMS becomes political issue | <ul style="list-style-type: none"> Decrease in progress towards strategic goals Wasted resources Increased organisational risk Reduced capacity to undertake collective action | <ul style="list-style-type: none"> Scenario planning media strategies Relationship building key political stakeholders Aligning policy objectives to D&I objectives Exposure and advocacy of D&I to key political stakeholders Development of community first policies | <ul style="list-style-type: none"> Decrease of disruption of D&I agenda and programs More likelihood support and resources for activities More effective risk reduction activities. Policy alignment across areas of government, the community and EMS. Safer communities | <ul style="list-style-type: none"> Map policies across EMS and government agenda. Engage and leverage political relationships Develop community first policies Develop political narratives Advocate and influence to forward the D&I agenda | <ul style="list-style-type: none"> Political acumen Engaging Diplomatic Resilient Patient Mindful Proactive Listening Trustworthy Discrete | <ul style="list-style-type: none"> Political analysis High level communication Diplomacy skills Leveraging Influencing Networking and stakeholder management Policy development Listening Advocacy | <ul style="list-style-type: none"> Political Leveraging Advocacy Communication Partnership |
| Social (organisations) | Direct | Social Human | <ul style="list-style-type: none"> Lack of cohesion, failure of programs and strategies Chronic reputational risk Operational shortcomings mean community no longer feels safe EMS seen as self-serving and not inclusive | <ul style="list-style-type: none"> Amplification of community risks due to decreased collaboration with diverse community cohorts Increased service demands for EMS Decrease in ability to undertake collective action resulting in a poor response and recovery outcomes with diverse communities | <ul style="list-style-type: none"> Develop links with multiple community leaders Partnerships with local government Community-led D&I programs supported by EMS Map community capability Listen to the community Build confidence and trust between EMS and diverse communities | <ul style="list-style-type: none"> Improved community safety More inclusive interactions between the community and EMS. Increased trust between community and EMS Greater capacity for collective actions and partnerships | <ul style="list-style-type: none"> Stakeholder mapping Maintain and improve community safety programs Build trust and engagement with community Identify, support and build community-led programs Leverage existing networks and build community capability | <ul style="list-style-type: none"> Cultural awareness Engaging Empathetic Inclusive Open Trustworthy Responsive Non judgemental Adaptable Agile Respectful | <ul style="list-style-type: none"> Engagement Cultural and emotional intelligence Communication and translation Networking and stakeholder management Inclusive leadership Influencing Leveraging | <ul style="list-style-type: none"> Community response and recovery Risk management Partnership Communication and engagement Leadership Bridging |

Note: The contents of this table derive from previous research undertaken by this project, and also data collated from the workshop and focus groups.

| Risk category | Type | Primary capitals at risk | Risks | Impacts and consequences | Treatment | Benefits | Key tasks | Attributes | Skills | Capabilities |
|--|---------------------|-------------------------------|--|--|---|---|--|---|--|---|
| Economic | Indirect | Financial Social | <ul style="list-style-type: none"> • Unforeseen liabilities from D&I failure (referred legal risk) • Increase demands for services and poor recovery due to decreased resilience and increased vulnerability of already vulnerable communities • Lack of future organisational sustainability | <ul style="list-style-type: none"> • Loss of local employment due to reputational impacts resulting from natural hazard events. • Decrease in economic resilience of community • Inability to invest in new tech and skills • EMS not able to meet increased community needs | <ul style="list-style-type: none"> • Capability mapping of diverse communities • Proactive public narratives that focus on inclusion • Economic case studies that identify benefits to support business cases for investment in D&I • Collaborative targeted programs to support economic resilience within diverse communities | <ul style="list-style-type: none"> • More resilient and engaged community • Increase in recovery capability • Decrease in need for EMS services in peak periods • Decrease in insurance premiums in organisations and the community, more available resources • Economically resilient communities | <ul style="list-style-type: none"> • Advocacy to government • Collaborative community-led educational resilience program • Coordination between community, government and the EMS • Education of the community • Partnerships with research institutes to develop evidence • Multi-agency approach | <ul style="list-style-type: none"> • Analytical • Translational • Engaging • Diplomatic • Culturally intelligent • Strategic • Systemic thinker • Translational • Inclusive | <ul style="list-style-type: none"> • Systemic analysis • Research translation • Cultural and emotional awareness • Business intelligence • Proactive • Strategic Communication and planning • Collaborative project development and planning • Educational • Advocacy | <ul style="list-style-type: none"> • Strategic management • Research • Advocacy • Teaching • Collaborative • Community response and recovery • Leadership |
| Cultural (organisational) | Direct and indirect | Social | <ul style="list-style-type: none"> • Diverse cohorts not being respected within EMS • EMS defined through narrow cultural lens • Damage to diverse individuals • Reputational damage | <ul style="list-style-type: none"> • People and groups not devalued for who they are • Toxic culture • Lack of retention of diverse individuals • Decrease in attraction of diverse cohorts • Loss of trust within and external to organisation | <ul style="list-style-type: none"> • Exposure to different cultures • Language training • Bring together indigenous and other diverse communities for knowledge sharing • Create safe spaces for uncomfortable conversations • Skills development managers | <ul style="list-style-type: none"> • Engaged workforce and community • Healthy work culture • Improved collaborative partnerships • Greater capability of communities to recover • Enhanced service delivery • Reduction of resistance to difference and change | <ul style="list-style-type: none"> • Education program to acclimatise new arrivals to risk in environment • Traditional burning programs • Workplace flexibility for cultural and religious practice | <ul style="list-style-type: none"> • Self-awareness • Tolerance • Curious • Inclusive • Sensitivity • Strategic • Empathy • Respectful | <ul style="list-style-type: none"> • Strategic • Cultural and emotional intelligence • Communication • Translation • Leadership • Collaborative • Cultural knowledge • Language • Listening • Educational | <ul style="list-style-type: none"> • Organisational learning • Collaborative • Partnership • Leadership • Community response and recovery |
| Environmental | Direct and indirect | Natural Social Physical | <ul style="list-style-type: none"> • See the environment as dangerous and the enemy • Increased risk to community due to lack of understanding of the environment • Failure to build social coalitions to mitigate natural hazard risk | <ul style="list-style-type: none"> • Increase in community impacts in relation to natural hazards and climate change • Decrease in wellbeing • Loss of key community resource • Biodiversity loss, reduced ecological health | <ul style="list-style-type: none"> • Develop educational awareness campaign • Link with other volunteer groups (e.g. Friends of, Landcare) to diverse cohorts • Traditional land management • Socialisation of new diverse cohorts | <ul style="list-style-type: none"> • Greater situational awareness and understanding of risk in the environment by diverse communities • Collaborative and informed approaches to protection of the environment • Improved community safety during events | <ul style="list-style-type: none"> • Multi-agency approaches • Monitoring and evaluation of environment • Immersive learning programs • Education • Research • Traditional burning programs • Engagement and communication • Collaborative community-led programs | <ul style="list-style-type: none"> • Self-awareness • Creativity • Collaborative • Sensitive • Curious • Leadership • Listening • Engaging • Respectful • Trustworthy • Strategic • Inclusive | <ul style="list-style-type: none"> • Cultural and emotional intelligence • Communication and translation • Cultural knowledge • Environmental • Research • Language • Inclusive leadership | <ul style="list-style-type: none"> • Communication • Risk management • Collaborative • Community response and recovery • Leadership • Programming |
| Social (community sustainability and livelihoods) | Indirect | Social Human Financial | <ul style="list-style-type: none"> • Increased vulnerability in diverse cohorts due to poor risk literacy and exclusion • Increase in conflict between diverse cohorts • Breakage of trust • Lack of buy-in for programs | <ul style="list-style-type: none"> • Increased impacts in vulnerable cohorts • Increase in community tensions and conflict following events • Poor recovery • Misunderstanding, confusion and fear in relation to D&I • Amplification of community risks • Increased vulnerability of diverse groups | <ul style="list-style-type: none"> • All of government policy and program approach • Support community-led programs • Identify and develop community leadership and capability • Educational and awareness initiatives | <ul style="list-style-type: none"> • Increased community and organisational capability to respond and recover from events • Improved community safety • Greater inclusion and wellbeing in communities | <ul style="list-style-type: none"> • Advocacy • Collaborate with communities and government to develop programs • Provision of expertise and knowledge • Engagement with communities and diverse cohorts | <ul style="list-style-type: none"> • Self-awareness • Engaging • Mindful • Communicative • Open • Trustworthy • Diplomatic • Empathetic • Leadership • Inclusive • Sensitive • Respectful | <ul style="list-style-type: none"> • Advocacy • Research • Communication • Language • Inclusive leadership • Collaboration • Analysis • Educational • Emotional and cultural awareness • Conflict resolution | <ul style="list-style-type: none"> • Collaborative • Knowledge • Learning • Cultural • Advocacy • Influencing |
| Organisational sustainability (volunteers) | Direct and indirect | Social Human Financial | <ul style="list-style-type: none"> • Decreased service capability • Reputational damage • Reduction of volunteers leaving organisations unable to meet community needs • Decrease in community safety | <ul style="list-style-type: none"> • Lack of attraction and retention of volunteer workforce • Reduction in service capability • Decrease community safety • Organisations no longer sustainable and outsourced | <ul style="list-style-type: none"> • Develop flexible and adaptive workplaces that can accommodate diverse needs • Cultural awareness programs (internal) • Identify community capability • Recruitment consultation program with community leaders of diverse cohorts | <ul style="list-style-type: none"> • Improved community safety • Better use of human resources • Better attraction and retention of volunteers • Improved community safety • Improved engagement with community | <ul style="list-style-type: none"> • Map community capabilities, key stakeholders and leaders in communities • Develop cultural awareness education program with community • Leverage community capability • Codesign and run recruitment campaign with members of diverse cohorts • Strategy for flexible volunteering | <ul style="list-style-type: none"> • Cultural awareness • Mindful • Inclusive • Leadership • Authentic • Respectful • Innovative • Curious • Courageous • Stamina • Analytical • Patient | <ul style="list-style-type: none"> • Communication • Engagement • Stakeholder management • Strategic • Program development and management • Leveraging • Collaborative • Inclusive leadership • Emotional and cultural awareness • Political acumen | <ul style="list-style-type: none"> • Collaborative • Knowledge • Learning • Cultural • Advocacy • Influencing • Innovation • Programming • Organisational learning |

Note: The contents of this table derive from previous research undertaken by this project, and also data collated from the workshop and focus groups.

Source: Young, C., and Jones, R N. (2019). *Risky business: why diversity and inclusion matter. Into the future: building skills and capabilities for a diverse and inclusive workforce, workshop synthesis and key research findings*. BNHCRC, Melbourne.