Development outcomes

1. Inclusion and awareness of diversity

Diversity is a term used to refer to attributes which establish individuals as unique within a society. These include ethnicity, gender, sexual orientation, race, socio-economic status, age, education, employment status, organisational role, appearance, language & communication skills, family, physical abilities, religious beliefs, political beliefs or other ideologies. The term inclusion refers to strategies for offering support, access and opportunities to everyone and ensuring that they feel valued, respected and welcomed to participate.

Healthy organisations value people who work well in teams and value the diversity that each person brings to a team. Diverse and inclusive organisations consistently achieve better results and are happier workplaces.

Examples of behaviours which support inclusiveness include:

- respecting and understanding the value of individual and group differences
- actively seeking out and including viewpoints from others with different backgrounds
- valuing diversity in working with others and investing interest in alternative perspectives
- effectively recognising and accommodating differences by openly discussing one's own and other viewpoints, and showing willingness to negotiate within and between different viewpoints

Strategies for developing awareness of diversity and inclusive practices include:

- making time to talk with people who are different than yourself
- becoming culturally aware, including through research and engaging with different communities and cultures
- listening to and supporting new ideas from colleagues supporting and encouraging collaboration
- being familiar with your organisations' goals and policies relating to inclusion and diversity and understanding how you can commit to these in your role
- considering the accessibility and requirements of others (dietary, physical, language, visual)

2. Self-awareness

To be self-aware means to know yourself: your strengths and areas of development, your beliefs and values, your reactions and emotions, how others perceive us and how our actions impact and influence others. Self-awareness is a highly regarded employment attribute because employees with strong self-awareness skills are confident, empathetic, build better relationships, understand how they can best contribute to the team, and are constantly striving to be/do better. Many employers would say that employees who are self-aware make better leaders and manage their careers more effectively.

Examples of positive behaviours related to self-awareness include:

- knowing who we are - our interests, skills and personal qualities
- being aware of our behaviours and attitudes, and understanding how these are
- influenced by social, psychological and environmental factors adopting behaviours which reflect a positive attitude about ourselves being able to give and receive positive and negative feedback
- using our understanding of ourselves to make decisions and achieve personal, social, educational and professional goals

Many organisations now use reflective practice and self-awareness activities as a form of professional development and as an essential tool for improved employment outcomes. Self-awareness can be developed through strategies such as:

- mindfulness and reflection self-review and evaluation
- seeking regular constructive feedback and using this for self-improvement identifying goals and developing a plan for reaching them
- identifying strengths and preferences through the assistance of assessment tools

Development outcomes

3. Community and global engagement

Global and community engagement relate to the desire to make a positive contribution to change in a local, national and/or international context. In organisations, engagement relates to attributes such as ability to work in teams, motivational fit and interpersonal skills, all of which graduate employers have identified in their top ten selection criteria (Graduate Careers Australia 2014, p 16). Engaged employees are connected to others in the organisation, support the organisation's vision and values, work with passion, demonstrate commitment to excellence, and are more likely to propose and drive innovation. In a wider context, successful engagement requires cross-cultural competency skills and the ability to be flexible and adapt to change.

Examples of positive behaviours related to community and global engagement include:

- understanding the interdependence between an individual and the wider organisational, community or global context
- exhibiting an appropriate balance between working independently and working with others
- taking the initiative to engage with others to meet shared and individual goals understanding rapidly changing contexts and needs
- developing strategies that allow you to be flexible and adapt easily to change

Strategies for engagement include:

- understanding and acting effectively in a culture different than our own
- choosing to work with an organisation that has a vision, values and culture aligned to your own
- educating yourself about community and global challenges
- being able to adapt and respond quickly and appropriately to cultural or institutional changes
- learning about skills, abilities and attributes related to cross-cultural competence, and developing confidence in using these through practice

4. Communication skills

Communication refers to strategies for delivering or exchanging information and ideas between people. This can occur in different ways, including deliberately, sub-consciously and unconsciously.

Common forms of communication include: verbal, non-verbal, written and visual. Like most skills, mastering communication skills requires self-awareness, experimentation and practice. Employers consistently rank interpersonal and communication skills as the number one attribute they most value in graduates. For example, in 2014, 'communication skills' was ranked as the most important selection criterion by 48.6 percent of graduate employers (Graduate Careers Australia 2014, p 16).

Good communicators:

- can articulate thoughts and ideas logically and appropriately to others, are good listeners
- build collaborative relationships
- are sensitive to the needs of listeners and the environment
- are sensitive to non-verbal communication queues, such as tone and pitch of voice, facial expressions and body language

Strategies for developing good communication skills include:

- using different safe forums to explore different communication techniques, get feedback and develop through practice
- Using self-assessment strategies such as recording and reviewing yourself speaking building confidence through practice with feedback in a range of situations including meetings, presentations and group discussions

Development outcomes

5. Personal and social responsibility

Personal responsibility is taking care of yourself and being accountable for your decisions and actions. Examples of attributes related to personal responsibility include values related to work ethic, ethical and moral reasoning, and academic integrity. Social responsibility refers to making decisions and having practices that benefit (or do not negatively impact) society. Individual social responsibility includes positive engagement in the local community - being interested in what is happening in the community, being active in solving local problems. Examples of attributes include contributing to actions which address community needs and educating ourselves about the needs and perspectives of others in our community.

In organisations, personal and social responsibility relate to professional and organisational conduct both within the organisation, and in representing the organisation in a wider context. Examples include behaving ethically toward social, cultural, economic and environmental issues. Outcomes of personal and social responsibility include having a positive impact on development, business and society.

Behaviours related to personal and social responsibility include:

- actively participating in constructing expectations of your performance
- meeting and exceeding expectations of your performance and following through on agreements
- understanding and accepting consequences of behaviours
- taking action to address personal mistakes and learning from them to develop greater personal and social responsibility
- being aware of and responsive to the rights and well-being of others
- making and communicating decisions which are consistent with achieving team and organisational values and goals
- conducting ourselves consistently across different contexts and modes of communication, including online

6. Resilience

Everyone experiences challenges, conflicts and unexpected changes in their life. Resilience refers to your capacity and ability to cope, recover and grow stronger from these challenges. Resilience comes from the ability to look after yourself, emotionally and physically. If we are able to deal with stress and feel a sense of optimism and control, we will be able to deal with conflicts and challenges more successfully and in a way that enriches, not damages, our well-being.

Employers value resilience because resilient workers have better self-discipline and self-control, understand how to successfully utilise resources and support networks, are happier and healthier, see setbacks and failures as learning opportunities, are flexible, can work under pressure and stay calm.

Examples of positive, resilient behaviours which help us to anticipate, recognise and overcome disappointment or negative experiences include:

- drawing on personal strengths to solve problems that impact us so we can continue to be effective and work towards our personal goals
- recognising the limits of our personal strengths and well-being, and showing initiative to ask for help from others
- developing greater resilience through learning from past experience but understanding the potential causes of the negative experience/s to enable better anticipation of future situations and strategies to respond effectively.

Strategies for developing resilience include:

- self-motivation and healthy self-talk
- asking for help, and developing and using support networks
- maintaining a healthy and balanced lifestyle
- identifying emotional trigger points and developing strategies to manage your emotions
- developing positive, non-aggressive communication techniques
- surrounding yourself with strong role models and building healthy relationships
- developing self-esteem by recognising and developing your strengths

Development outcomes

7. Leadership and understanding organisational dynamics

Leadership relates to the attributes which allow us to guide, direct, inspire and manage people and organisations. The quality of influence is the ability to shape people and outcomes. It differs from leadership in that it does not depend on education, a position in an organisation or a financial position. Compared to leadership, influence tends to be long term, less visible and unrelated to holding a title or role in an organisation.

To be effective, leaders generally need to be able to influence others, but people of influence do not necessarily need to be in recognised leadership roles to be influential. Leadership is an example of an element of 'deep culture' because it relates to the expression of feelings, beliefs, attitudes and relationship dynamics we have by virtue of being a member of a particular culture.

Organisational dynamics refers to the interactions between the people who are in an organisation, and the business culture and practices they share. Influences of organisational dynamics include strategies related to employee skills and performance, organisational goal-setting, and processes related to managing financial, information and other business functions.

Examples of positive behaviours relating to leadership, influence and organisational dynamics include:

- recognising and seeking out opportunities for leadership or influence
- adopting culturally and contextually appropriate attributes and styles for leadership and influence
- maximising your performance and that of others
- taking personal responsibility for your actions
- consulting with and learning from others' experience and skills contributing your own experience and skills to a team's efforts
- helping others develop and express their own skills in leadership and influence