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| **L4 4** | **Foster an inclusive environment in a leadership activity** |

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| **Kaupae |** Level | 4 |
| **Whiwhinga |** Credit | 5 |
| **Whāinga |** Purpose | This skill standard is intended for people looking to build their leadership skills to lead people and manage processes efficiently and effectively.  This skill standard will provide learners with the knowledge and skills to foster an inclusive environment in a leadership activity.  This skill standard can be used in a range of qualifications and micro-credentials where there is a requirement of fostering an inclusive environment in a leadership activity. |

**Hua o te ako me Paearu aromatawai |** Learning outcomes and assessment criteria

| **Hua o te ako |** Learning outcomes | **Paearu aromatawai |** Assessment criteria |
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| 1. Foster an inclusive environment in a leadership activity. | a. Explain inclusive leadership practice. |
| b. Assess current diversity needs for a leadership activity. |
| c. Respond to diversity needs in a leadership activity using inclusive leadership practice tools and techniques. |
| d. Reflect on the leadership activity in terms of how diversity is valued and contributes to positive performance in an organisation. |

**Pārongo aromatawai me te taumata paearu |** Assessment information and grade criteria

*Assessment specifications:*

Activity must relate to leadership or management, may be a short term or long term, or repeated activity. It could be leading an individual or group, community, or project, and may include thought-leadership, leading an idea or kaupapa.

This skill standard may be assessed in a role where leadership is demonstrated, when appropriate situations arise, or in a training environment if simulated conditions are able to be provided that reflect the standards of a workplace and/or leadership context.

Evidence of assessment must reflect where applicable, any workplace policies and procedures such as standard operating procedures, safety procedures, equipment operating procedures, codes of practice, quality management practices and standards, procedures to comply with legislative and local body requirements.

Assessment materials should allow for learner, regional, cultural, or community contexts.   
For example, a learner may wish to be assessed in a context that includes te ao Māori perspectives such as mātauranga, and tikanga specific to them.

The task or activity may relate to Te Tiriti o Waitangi. For guidance on Te Tiriti o Waitangi, please see [programme guidance documents](https://ringahora.nz/qualifications-and-assurance/programme-endorsement/programme-guidance-documents-for-providers-developing-programmes/).

*Definition*

*Assessment materials* refer to the assessment activities, judgement statements, learner evidence, model answers, and any other material that supports assessment to this standard.

***Ngā momo whiwhinga |*** *Grades available*

Achieved

**Ihirangi waitohu |** Indicative content

Inclusive leadership practice

* recognising the needs of diverse groups
* responding to the needs of diverse groups.

Diversity needs

* socio-economic
* cultural
* religious and spiritual
* race
* ethnicity
* sexual orientation
* age.

Promoting an inclusive environment

* generational leadership
* āhurutanga safe inclusive and diverse learning spaces
* physical, emotional, mental wellbeing
* diversity, inclusion, and belonging
* cultural competencies
* language differences
* understanding of the unconscious bias and its impact on decision making
* adaptive environments
* recruitment and hiring practices
* Employee Resource Groups (ERGs)
* sub- groups that focus on diverse needs within an organisation.

Inclusive leadership practice tools and techniques

* storytelling
* flexibility of timing and tasks
* flexibility of work arrangements
* allowing for messaging to be understood and accepted
* role-modelling
* adapting messaging and leadership approach to the task and/or team
* communication tools and techniques
* active listening
* inclusive language
* avoiding jargon
* plain language
* effective communication
* handling difficult conversations
* open forums
* visual, kinaesthetic, aural communication
* selection of timing
* selection of location
* multiple channels of communication such as technology.

Organisational benefits

* employee engagement, retention, motivation
* health, safety, and wellbeing
* increased productivity, creativity, and organisational outcomes.

**Rauemi |** Resources

* Groundwork.org.nz - [Te Tiriti articles in practice](https://groundwork.org.nz/resources/te-tiriti-articles-in-practice/)
* Te Ara – [Principles of The Treaty of Waitangi](https://teara.govt.nz/en/principles-of-the-treaty-of-waitangi-nga-matapono-o-te-tiriti-o-waitangi/page-1)
* Diversity Works New Zealand - [Respect Disability in the Workplace](https://diversityworksnz.org.nz/media/1353/1218-top-tips-disability.pdf)
* Diversity Works New Zealand –[Getting Started: Leadership](https://diversityworksnz.org.nz/media/5499/diversity-resource_gs_leadership_guide_a4.pdf)
* Diversity Works New Zealand – [Developing your rationale for Diversity, Equity, and Inclusion](https://diversityworksnz.org.nz/media/5463/diversity-resource_rational_for_dei_guide_a4.pdf)
* New Zealand Disability Employer’s Network
* Whaikaha – Ministry of Disabled People – [Supporting the dignity of disabled people – things to know and do](https://www.whaikaha.govt.nz/support-and-services/guidance-and-resources/about-disability/supporting-the-dignity-of-disabled-people-things-to-know-and-do)
* Ministry of Ethnic Communities – Ethnic Diversity in the Workplace “[Riding the wave – Managing ethnic diversity in the workplace”](https://www.ethniccommunities.govt.nz/assets/Resources/e9e53f920e/ridingthewave-sep2012-120916230300-phpapp02.pdf)

**Pārongo Whakaū Kounga |** Quality assurance information

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| **Ngā rōpū whakatau-paerewa |** Standard Setting Body | Ringa Hora Services Workforce Development Council |
| **Whakaritenga Rārangi Paetae Aromatawai |** DASS classification | Business > Business Operations and Development > People Development and Coordination |
| **Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga |** CMR | 0112 |

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| **Hātepe |** Process | **Putanga |** Version | **Rā whakaputa |** ReviewDate | **Rā whakamutunga mō te aromatawai |** Last date for assessment |
| **Rēhitatanga |** Registration | 1 | [dd mm yyyy] | [dd mm yyyy] |
| **Kōrero whakakapinga |** Replacement information | N/A | | |
| **Rā arotake |** Planned review date | 2030 | | |

Please contact Ringa Hora Services Workforce Development Council at [qualificaitons@ringahora.nz](mailto:qualificaitons@ringahora.nz) to suggest changes to the content of this skill standard.