A tale of two sectors - how to manage the changing risk landscape through inclusion

Celeste Young and Roger Jones

Victoria University

Abstract

The changing risk and operational environment that emergency management organisations find themselves in is creating new needs and constraints. Managing these risks requires greater capability, the building of partnerships and closer engagement with the community. Communities are changing in response to social and technological innovation and becoming more diverse. For internal and external partnerships and collaborations to flourish, the emergency management sector needs to fully acknowledge diversity within their workforce and the community. The public transport sector has similar needs and challenges due to the need to rapidly expand their workforce and to diversify and build inclusion capability. Organisational makeup and cultures in both sectors share similar traits.

So how do you build the inclusion capability in organisations in the face of these types of changes and constraints? How do you implement changes when you have competing demands? How do you manage the inherent risk in this innovative process?

This paper draws on research undertaken across both sectors and compares the two. It shares practical approaches that have been used by both sectors to create inclusion capability in their organisations and shows why this is important and the value it creates. What has worked, what hasn't and why. Where capability has been built and the lessons that have been learnt along the way.

Introduction

Our communities and the world they live in is rapidly changing. This is being driven by new technologies, changing risk landscapes and changing community demographics. This in turn is transforming who we are as a society and how we live and work. The emergency services and public transport rolling stock manufacturing are two very differently-focused sectors who share a common desire to become inclusive learning organisations. However, they both recognise the need to adapt and learn so they can transform their workforces to meet the new needs emerging from their communities in response to the above factors.

Increasingly, organisations are finding the environment they operate in is becoming increasingly complex, making many of their traditional ways of doing things redundant. There is a need for more systemic and strategic management, highlighting the need for flexible and adaptive organisations who can function effectively and manage complex problems in highly dynamic situations. Traditionally, both

sectors have had relatively low workforce diversity, which is hampering their efforts to change. This has brought to the forefront the role of social and human risk and organisational transformation and the need to understand and manage these more effectively. There is a growing realisation of the critical need to develop, value and integrate people-based capabilities and skills to support more inclusive environments and support the uptake of innovation. A core component of this is the management of continuous change and the uncertainty created by the novel circumstances that are now being encountered.

Background

This paper draws on the research from the two projects, [Diversity and Inclusion: building strength and capability](), a four-year program funded by the bushfire and Natural Hazards Cooperative Research Centre (BNHCRC) and [Reimagining the workforce: building smart, sustainable and safe public transport]() which was funded by the Rail Manufacturing Cooperative Research Centre (RMCRC) and the Victorian Department of Transport (DoT).

The purpose of the BNHCRC diversity and inclusion project was to develop an evidence-based framework for practitioners to improve management and measurement within emergency management organisations. This project undertook a systemic assessment across economic, community, risk and organisational areas.

The purpose of the RMCRC and DoT Reimaging the workforce project was to provide a systemic assessment of the future workforce and training needs of the Victorian rolling stock manufacturing sector. This project undertook a systemic assessment across organisational, economic and community areas.

Both projects used the Working from the Inside Out methodology, a collaborative end-user-based approach that uses a transdisciplinary approach to bring together diverse knowledge and expertise to assesses an issue systemically. Its ultimate aim is to develop practical outcomes which benefit policy makers and practitioners and the community. Both projects applied a mixed methods approach and developed a number of case studies.

Each study had an organisational component. The emergency management organisational assessment focused on diversity and inclusion, whereas for rolling stock manufacturers, the focus was inclusion and innovation. Innovation was added because it was identified as a critical component for inclusion and growth of the sector. Both studies assessed skills and capabilities and the enablers needed for their future workforces to become more inclusive.

Drivers for diversity and inclusion

Diversity can be understood simply as the human differences between people and include aspects such as ethnicity, gender, social status and their abilities, attributes and ways of thinking. Inclusion is the action of acknowledging, accepting and accommodating these differences in a way that is respectful and creates a sense of belonging and of being valued.

The major drivers for expanding diversity in each sector are different. Rolling stock organisations need to:

- Rapidly upgrade skills and expand the age profiles of their workforce but have a limited pool of skilled labour to draw upon.
- Create greater awareness of the job opportunities available and improve public perception of work in the sector; e.g., in adopting new technology and strong environmental ethic.
- Increase their ability to communicate more effectively with diverse communities to ensure public safety.

Cooperate social responsibilities (CSR) relating to diversity and inclusion are increasingly being exercised, particularly in larger organisations with international parent companies. Social procurement policies requiring greater inclusion in the workforce in states such as Victoria are another critical factor.

In the emergency services sector, AFAC's program Champions of Change expresses the imperative for organisations to better represent their communities. Building community and organisational resilience policy directives at State and Federal governments are driving development of inclusive practice. Central to this are stronger partnerships between organisations and communities to support service delivery and to attract and retain diverse cohorts in their workforce.

The focus on increasing representation of women in the workforce over recent years has seen some improvements in both sectors, but they also recognise that considerable work is needed over the long term. Within organisations, individual teams and organisations to think beyond themselves, understand their responsibilities and build new skills and capabilities to ensure that all gains can be sustained.

Understanding the organisations

Organisations within these sectors are complex and sit within ecosystems that encompass business, government and the community. The public transport rolling stock manufacturing sector in Australia is a mix of government and privatised businesses, many of which have been taken over by multi-nationals. It hosts an extensive supply chain comprised of overseas and local providers, many of which are small to medium businesses. They design, manufacture and maintain trains, trams and buses and their purpose is to provide safe and sustainable public transport for their communities).

The Emergency Services Sector is made up of a number of organisations who are primarily government organisations and agencies. This area encompasses all levels of government from local to national. There is a large volunteer component in State Emergency Services and fire-fighting agencies in rural and regional areas in each state. Their purpose is to deliver services that mitigate and manage natural hazards such as flood, fire and extreme weather events affecting communities.

These organisations have a number of shared characteristics which include:

- Predominantly male workforces.
- Entrenched cultures which are historically based.
- Provision of services to the community which is directed by federal and state government.
- Reliance of government funding for capital, equipment and service delivery.
- Direct public interfaces with the community and the need for community engagement.

- A national agenda but differing institutional structures and governance in each state which determine their work.
- Poor representation of women and those from diverse cohorts in leadership roles.
- A focus on technical competency.
- A need to ensure public and workforce safety.
- Aging areas of the workforce.
- Strong unionised workforce

In emergency management organisations, hierarchical cultures have been shaped by their history as public service, paramilitary organisations. The primary form of decision making is command and control, focused on emergency response. There were also cultural variations between agencies, determined by their geographical location and function. There was a considerable communication gap between the upper levels of management and the teams below them, and power imbalances between those who volunteered and those who were paid (Young et al 2018).

The top three perceived needs identified in emergency management organisation were management, implementation, and organisational governance, structures and processes (Young et al 2018). In rolling stock organisations, they were leadership, training, and traits and mindsets (Young et al. 2020a).

Rolling stock organisations have a strongly patriarchal culture shaped by their history as public and private engineering-dominated enterprises. Locally, cultures were more diverse, determined by their organisational structures and location. There were power imbalances down the supply chain due to the control of header contract by larger organisations and often poor communication. Decision-making across the many organisations and lines of business involved in constructing rolling stock was diverse and fragmented. It was more strategic in larger organisations due to the long-term nature of contracts and tended to be shorter term in small to medium organisations (Young et al 2020a). The largest cultural gap was between the older and younger members within organisations. Multi-cultural cohorts are highly represented in the lower levels of some organisations, but less so in management (Young et al 2018)

Both sectors face considerable challenges in relation to legacy cultures within organisations which have shaped their formal and informal rules. Both sectors acknowledge that there was still considerable work to be done in relation to changing these and that commitment to a long-term pragmatic approach was critical.

Diversity and inclusion risk

The process of implementing diversity and inclusion is one of creating new awareness, requiring social innovation and organisational transformation. The risks associated with this are not well understood and are both acute and chronic. These risks were found to be poorly managed and often only apparent when the impacts emerged They occur at the individual, organisational and community levels(Young et al 2019). (Table 1) and can manifest in organisations as a result of poor inclusion and a lack of diversity and management of change triggered by increases in different types of diversity.

Risks	Emergency Management	Rolling stock
Individuals		
Psychological damage	✓	✓
Decrease in personal wellbeing	✓	✓
Physical harm in the workplace	✓	✓
Decreased motivation and disengagement	✓	✓
Organisational		
Reduced effectiveness of service delivery	✓	✓
Poor attraction and retention of diverse cohorts in workforce	✓	✓
Poor work cultures – increased fragmentation, conflict, resistance to change	✓	✓
Reduction in the quality of service delivery	✓	✓
Poor work outcomes	✓	✓
Reduced organisational capability	✓	✓
Ineffective D&I programs which result in perverse outcomes	✓	✓
Reputational damage	✓	✓
Reduced competitiveness		✓
Increased	✓	✓
Reduced innovation	✓	✓
Increase in enterprise risk	✓	✓
Increased cost to the organisation due to workcover claims and illness	✓	✓
Increased potential for litigation	✓	✓
Community		
Decrease in community safety	✓	✓
Diverse cohorts will not be attracted to the workforce		✓
Decrease of community trust in organisations and government	✓	✓
Decreased community resilience	✓	

Table 1: Diversity and inclusion risks emergency management and public transport organisations (adapted from Young et al 2019)

Many of the risks are shared across the sectors but manifest differently depending on context and the nature of the work being undertaken. When risks occur, they are often unanticipated, their novel nature highlighting the need to increase organisational knowledge of these risks and how to manage them. The process of managing these risks has been further complicated by external shocks; i.e., unprecedented natural hazards events, changing political agendas and COVID19.

Building capability

There is a growing realisation of the need to develop, value and integrate people-based capabilities and skills to support more inclusive environments and the uptake of innovation. A core component is the management of continuous change and of the uncertainty created by encountering new the experiences engendered by those changes. A major challenge is these skills are not valued or rewarded in the same way as technical skills. Developing these capabilities is no small task as it requires education and training, changing ways of working, behaviours and organisational structures and investment for the

longer term. Organisations in both sectors have constrained resources. This highlights the need to ensure that capabilities associated with diversity and inclusion and management of social risk are incorporated into organisational capability frameworks, so they can be seen as core organisational roles.

The pathway forward

There are four key areas for practice aiming to develop an inclusive organisation:

1. Managing strategic change
2. Developing and maintaining inclusive relationships
3. Implementing programs
4. Embedding inclusive practice to create a safer workplace and community

This section draws key practice findings from the following reports:

- [Learning as we go: developing effective inclusive management – case studies and guidance.](#)
- [Reimagining the workforce: organisational context assessment of inclusion and innovation in the Victorian rolling stock sector](#)

Managing strategic change

The process of diversifying workforces and developing inclusive cultures is a long-term prospect requiring a whole-of-organisation approach. This means that it needs to be planned and managed strategically as well as operationally. Common strategies used in both sectors included:

- **Giving people the time and support** needed to develop the cognitive skills needed to think more strategically.
- **Developing a shared understanding between people** throughout the organisation of how strategic plans and policies relate to them and connect to their day-to-day tasks.
- **Consistency and endorsement of the narratives** surrounding the strategic vision from leaders is critical to building and maintaining trust and confidence in that vision and the actions supporting it. Feedback about what is/is not working needs to be acknowledged and responded to.
- **Building on existing strengths** and ensuring capability and diversification of the workforce is included in strategic plans.
- **The development of collaborative narratives** that enable others to see themselves inhabiting that are part of the future vision. Management established narratives is also needed as these are often strongly linked to personal identity and have both positive and negative qualities.
- **Consideration and development of the different levels of leadership** in organisations and how they can be developed for the longer term, particularly in relation to younger and diverse cohorts. Ensuring there is succession planning so there are capable leaders who are able to step up as older leaders retire from the sector.

How strategies are developed is a key aspect of their successful uptake as they provide the vision for employees to work towards. One best-practice example in the emergency management sector is the development of the QFES 2030 strategy.

Summary case study developing the QFES strategy (Young et al 2020b p22)

'Strategic thinking is not a skill that many people working in emergency services come to such organisations with – and it can present quite a challenge.' — QFES Manager

The Queensland Fire and Emergency Services (QFES's) Strategy 2030 outlines the organisation's preferred future, and seeks to reflect the expectations of QFES and the community they serve. The strategy was released in mid-2019 after an eight-month process of consultation and development, with the outcome of the project to enable more proactive planning and development of their workforce. As inclusion was central to the process, it was important to deliberately engage with diverse and multiple perspectives from across the organisation, as well as from external stakeholders.

A wide cross-section of personnel was invited to participate from all levels of the organisation. This included new recruits, volunteers, long-term employees and senior staff from operational and corporate services. Interviews with community members, small business owners, and regional QFES staff and volunteers was undertaken. An insight survey focused on the expectation of fire and emergency services, and the community's contribution to disaster and emergency management.

Four different scenarios were then developed through a series of workshops. Initially, a workshop of more than 60 people considered the drivers of change that may impact the future of QFES. The next smaller workshop laid the foundations for a third workshop of more than 120 internal and external stakeholders that fully developed the four plausible futures that QFES may have to adapt to. A survey was sent to all workshop participants and all QFES staff and volunteers to pose a series of questions related to each scenario including 'What would we do if the world was like this?'. These inputs were used in the development of the strategy, which has provided a central organisational framework, and primary indicators to measure progress. Following its development, there was a subsequent extensive socialisation process to support understanding and uptake across the organisation. This included embedding discussion into departmental planning and risk workshops, developing an interactive 'Strategic Decision Lenses' tool, and aligning the department's activity to the guiding principles of Strategy 2030.

Collaborative approaches are important as they help connect current identities and what is important for employees into these future visions. A best practice example of how this can be achieved is Transdev's Journey Maker program, outlined in the following case study summary.

Summary case study: Journey Makers – Transdev (adapted from Young et al 2020b p18)

Transdev were awarded the 2019 Workforce Diversity Award at the Australasian Rail Industry Awards, and provides numerous programs that include flexible working, gender neutral parental leave, a Women in Leadership mentoring program, and Domestic and Family Violence Support packages for employees, and is an inclusive place to work (Transdev, 2019). They also have developed the Journey Makers Program, which is used to support a suite of programs related to increasing diversity and inclusion in their organisation. Transdev's Graduate Program is listed in the AFR's Top 100 Graduate Employers in Australia 2019.

Embedded in the culture of Transdev Australasia, is the notion of employees as being 'journey makers' when they join the company. The process of determining how to select a name that would help create a fresh identity for the organisation in Australia that would explain the notion of who they were and what they did. An inclusive approach was a central part of process.

In 2017, a Journey Maker Training Academy was launched "as a key business focus to improve safety, flexibility and wellbeing in the workplace" by training team members "to provide optimal service to the communities they serve" (Transdev, 2019). The Academy also aimed to increase diversity in the industry. Specifically, it is geared towards people who want to become bus drivers, but do not hold the appropriate license or Bus Driver Accreditation. Once training is completed people have developed the competency and capacity to operate a bus. Moreover, the program contributed to an increase of nearly 35 percent in female drivers by the end of 2018 (Transdev, 2018).

Developing and maintaining inclusive relationships

Both sectors deliver services to the community. As these communities are changing and becoming more diverse, developing inclusive relationships across diverse cohorts within organisations and with the community has become critical to sustaining and maintaining their workforce and community safety. Key aspects that underpin successful actions in both sectors include:

- **Identify the connectors** that are trusted by the community and people within the workforce, and work with and through them.
- **Starting by asking and listening** to how diverse cohorts want to be included and build on what is shared, not what is different.
- **Immerse yourself in their environment**. Connect through social gatherings (such as local cultural festivals, team events), where you are part of their event.
- **Develop a list of dos and don'ts**, and specific language and words as a reference document to support staff who are interacting with different cohorts such as those from multicultural communities, young people, those who identify as having a disability, women or older members of the workforce.
- **Understand how people's cultural and lived experience** may shape how they may receive and perceive you. For example, some diverse communities have low levels of trust of government or people in uniform, while in some cultures standing too close to someone can be considered rude or makes people feel uncomfortable.
- **You need to be consistent to build a genuine relationship**, not just contact people when you need something from them.
- **Be open to not knowing** and avoid making assumptions about what people have to offer because of who they are.
- **Tokenistic behaviours break trust** and lead to disengagement so it is important to be authentic in your behaviour.

- **Look for creative ways to meet specific cultural needs**. E.g., one organisation in the rolling stock sector did not have a prayer room so they allowed Muslim employees to take breaks to attend the local mosque.

Summary case studies: Building partnerships – CDC and UGL (Young et al 2020b p23)

CDC Victoria has a proactive Community Engagement (CE) program and partner with like-minded organisations to support social change and empower youth. Through partnering with Australian Rules football club, the Western Bulldogs, CDC run anti-graffiti workshops, helping students understand the difficulty of removing graffiti from buses (CDC Victoria, 2020). In 2019, they engaged with 150 students and 26 teachers in learning life skills such as road safety, team building, leadership and respect (CDC Victoria, 2019).

CDC have also become a Multicultural and Diversity Partner to Werribee Football Club, sponsoring their Multicultural Development Officer and providing resources to enable the club to engage with their culturally diverse community (Werribee Football Club, n.d.). These activities expose younger people to aspects of the bus industry and encourage their participation in addressing issues that the company faces.

UGL have partnered with the Clontarf Foundation, a not-for-profit organisation that exists to improve the education, life skills, and employment prospects of young Aboriginal and Torres Strait Islander men. The Academy has 22 schools in Queensland, New South Wales, Victoria and Western Australia. The aim of the program is to offer academy students access to work experience, school-based apprenticeships and career and employment opportunities. It also offers opportunities for UGL employees to participate in academy activities such as football training sessions, camps and excursions (UGL, n.d.).

Implementing programs

Program implementation has a high level of uncertainty because it involves social and sometimes technological innovation, and cultural change. When implementing any program, it is important that its context with respect to D&I is assessed, and that managers have a clear idea of the current cultural, structural, institutional and social opportunities and barriers present or that may emerge. It is also important to build on the strengths that already exist within organisations and communities, and that programs have the social infrastructure in place needed to support them. Internal and external collaborations, leveraging other agendas and organisational and community relationships, and collaboration are also central to program effectiveness. Key aspects which underpin successful actions in both sectors include:

- **Align programs with overarching strategic and organisational objectives.** Ensure you have governance that clearly outlines and defines responsibility and accountability in relation to D&I.
- **Build on existing strengths** (e.g., identifying and supporting champions and cultural connectors within organisation and communities).

- **Take time to 'prime' the target group of stakeholders**, so that when you implement the program, they are receptive and a shared expectation of what the program aims to achieve. This also important to reducing confusion and resistance.
- **Create a safe environment** where people feel comfortable and can provide honest feedback and ask questions or raise concerns without fear of negative outcomes.
- Targeted training in organisations in areas such as negotiation, cultural awareness, dealing with conflict and having difficult conversations are important to ensuring that people have the ability to manage challenging and changing situations and conversations.
- **Leverage existing programs and community initiatives** and develop programs in a way that allows people to retain ownership and agency of their knowledge and actions.
- **Factor in flexibility**, what works one year does not always work the next year, so programs need to be able to be adjusted to suit contexts as they change. Ongoing assessment, review and learning need to be part of all program implementation plans, and issues addressed as they arise.
- **Be pragmatic and consistent in your approach**. It is more important to implement a program properly and ensure that it is embedded, than to try to do everything at once.
- **Understand what outcome you are seeking** and that you have monitoring and evaluation in place at the start of the program so benefits and outcomes are visible. An example of this is one organisation in rolling stock instigated a program a year to introduce a different diverse cohort into the organisation.
- **Develop monitoring and evaluation upfront** to monitor progress and capture benefits, manage any surprises proactively and leverage opportunities that the benefits offer.

Starting small and growing larger has been an important aspect of programs in both sectors. Piloting and testing programs built on what is already in place rather than reinvention has also been an important factor in both creating impact and gaining benefits. Well-known emergency services sector examples include: Fire and Rescue NSW Indigenous Fire and Rescue Employment Pathways Strategy (IFARES) Program and Queensland Fire and Rescue, Allies of Inclusion. The Lifesaving Victoria case study is an example of this approach and the outcomes that can be achieved by a longer-term program.

Summary Case Study Life Saving Victoria (adapted from Young et al 2020b p28)

Life Saving Victoria's (LSV) Multicultural Projects department provides an array of water safety education programs to the state's varied CALD population. This program was initiated in 2007 in response to the increasing number of drownings involving multicultural Victorians and includes newly arrived refugees, asylum seekers, migrants, and international students. It was started as a pilot, which was adapted and evolved into a substantial program with multiple initiatives that now engages with 22,000 people a year.

The program has not only created greater awareness of water safety, but due to their inclusive bottom-up nature, has also assisted community cohesion, particularly in newly arrived CALD cohorts. Key to its engagement strategy is the partnering with numerous CALD agencies, schools and community groups who represent and in turn introduce CALD participants into the LSV activity suite. Over 400 CALD organisations now contribute to LSV's initiative.

Education and courses are tailored for participants with low levels of English and/or limited swimming ability. Other programs focus on educating participants in how to provide basic emergency responses to others. They also provide programs to support people seeking a career in the aquatic industry, and provide training in beach lifesaving, pool lifeguarding and swimming lessons. LSV supports candidates to gain the necessary qualifications, as well as helping them to obtain employment in the aquatic sector, and become a point of referral for potential employees from other organisations seeking to diversify their workforce in the EMS. Over 450 youth and adults who have been trained for roles in the aquatics industry and emergency services over this period.

During this time, LSV have trialled a number of approaches to creating engagement which include using past members of the program as role models and spokespeople and a webinar series to showcase settlement stories from past participants of the program.

Embedding inclusive practice to create a safer workplace and community through capability building

Embedding inclusive practice into organisations is central to managing the diversity and inclusion effectively, particularly in relation to the risks and building awareness and capabilities. This process and inclusive practice are still evolving. One of the differences in the Rolling Stock sector organisations is a strong focus on developing young leadership capability through graduate programs and mentoring. Key aspects that underpin effective activities in both sectors include:

- **Understanding your organisational system** and detailing where the opportunities lie to leverage or embed D&I in current systems. For example, including social and human risk associated with D&I during organisational reviews of risk, when strategies are being formulated, or incorporating inclusive behaviours in codes of conducts.
- **Ensuring you have the organisational structures** in place to support a long-term approach. For example, a strategy, implementation plans and governance structures.
- **Working with the workforce to build capability, skills** and understanding until it is embedded in organisational behaviours. Ensuring that the workforce understands what inclusion is, how it relates to their core tasks, and the benefits of a more diverse and inclusive workforce.
- **Embedding and articulating through other agendas**, such as wellbeing, resilience and capability, which have synergies with inclusion.
- **Committed leadership support** and commitment to change organisational culture and systems over the longer term. Encouraging leadership across the organisations particularly younger people.
- **Being open to trying something different.** For example, using lateral entry and external recruitment to increase representation of women in management level positions.
- **Develop ongoing training that supports capability awareness and skills.** As social and human risk has not been a formal aspect of risk training in many organisations, you may have to reinforce new concepts repeatedly. Providing ongoing training is important.

- **Be ready to capitalise and leverage opportunities** when they arise as part of other changes that may happen. For example, COVID-19 has meant that people have had to work from home, and this has advanced flexible work arrangement options.
- **Look for different ways to build capability** in your current workforce. For example, having a diverse member of your community mentor members of your workforce, and having members of the community and workforce collaborate on appropriate communication materials. Developing less formal knowledge sharing opportunities so people can share their experience, expertise and knowledge to support capability building as new knowledge is developed
- **Be aware of the needs of diverse cohorts and proactive management** and ensure they are properly supported particularly if they are in leadership and managerial positions. This is critical for retention in the longer term.
- **Acknowledge and proactively manage negative behaviours** to mitigate and manage fear responses associated with change and work to positively reinforce good behaviours. It is important to have processes for assessing and effectively managing difficult and destructive behaviours, and clear consequences and ways of assessing and effectively managing these, so they do not undermine core activities.

Middle management has the most direct impact on individuals within the organisations and are the lynchpin for developing the sustainable inclusive culture needed to support successful implementation of programs within organisations for the longer term.

Summary case study: Building and managing diverse teams – Downer (adapted from Young at al 2020a p20)

Downer's Rolling Stock Services Engineering and Asset Management Department have a unique culture that has been created by their General Manager who stated; you 'have to break the rules' if you want to build a diverse and innovative culture that actually works.

The key aspects of this team culture were inclusiveness, trust and openness to difference and change. Employees are actively involved in decision making but accountability and expectations are clearly outlined. The division was described by team members to be non-hierarchical and to a no blame culture where there was open communication between all levels of the division. The understanding that supports this is that everyone is valued for what they can contribute to solving issues as they arise.

'It doesn't matter who you are, you can walk up to the managing director and talk to him'

Interviewee 44

Members of the team are carefully selected and curated based on their particular attributes. There is also a lot of flexibility in relation to teams, with team members being moved between projects to keep particularly younger members of the division stimulated. Adaptability and resilience are built through the allocation of challenging tasks that stretch individual ability. A key aspect of ensuring this is done safely and grows capability is the provision of support by more experienced members of the team who also maintain accountability for the overall project.

Interviews with members of the team indicated that people felt valued, supported and that they were making a meaningful contribution to the organisation.

The ability of programs to leverage and learn as they respond to unanticipated changes has been highly successful in terms of embedding and building inclusion. One example of this is the use of online communications within organisations during the COVID 19 pandemic.

Leveraging opportunities to embed inclusion using online communications – South Australia State Emergency Service (adapted from Young et al 2020b p28)

During 2019, the South Australian State Emergency Service's Southern Region decided to focus on developing their digital capacity for communications. The onset of COVID-19 was fast-tracked the roll out of this program due to the need to lockdown the organisation. The program was rolled out using Microsoft Teams and SharePoint, across the 65 units and all business areas in their organisation, to support service delivery, whilst complying with the COVID-19 restrictions. The aim was to enable the organisation to continue to function through online meetings and training.

Previous work undertaken on developing the platforms prior to COVID19 meant that the team were able to more effectively trouble shoot challenges as they arose during the rapid roll-out of the program. As this was not optional, people had to adjust. This resulted in a steep learning curve for everyone involved, and 'no-blame' problem solving has been critical to its success. Education sessions were delivered on a weekly basis during this time, and it has been found to be very effective for building specific capabilities. Delivery of training courses was also significantly adjusted to online sessions which enabled more people to be included. This provided a more flexible delivery of the courses and reduced travel time for volunteers.

The size of the task the implementation also required support beyond the team, and people from across the organisation have been active contributors. As a result, people have felt greater ownership of this program. In terms of the future, although the organisation will continue face-to-face meetings, digital communication is now well-embedded and will used to support greater inclusion of those across the organisation.

Inclusive behaviours were improved as people became more mindful of what they said as they could see and hear themselves. Moderation of comments during meetings also provided behavioural prompts in a non-confrontational way. There has been increased connectivity across the organisation particularly in volunteers from geographically remote units and regional areas with each other and the SES Chief Officer. It has also enabled flexible work arrangements that support particularly new parents, carers and elderly people to participate and increased participation of volunteers.

In terms of the future, although the organisation will continue face-to-face meetings, digital communication is now well-embedded and will used to support greater inclusion of those across the organisation

Other examples of how integration of diversity and inclusion through developing risk-based capabilities into emergency management organisational frameworks are:

NSW Government's A capability development framework for NSW emergency management sector. In terms of integrating it into emergency management organisations using a risk based approach and the BNHCRC Diversity and inclusion framework for policy and practice offers a processed based framework to embedding it as a social risk which is based on practitioner expertise from across the sector.

AFAC Champions of Change Going beyond it is the right thing to do provides a framework for emergency management organisations to embed diversity and inclusion risk based on the research which was undertaken by the BNHCRC project Diversity and inclusion: building strength and capability.

References

CDC Victoria. (2019). At CDC Victoria, we are continuously innovating to improve customer service and enhance safety. Accessed 18 Dec 2019 from: https://cdcvictoria.com.au/services/innovation

Transdev. (2019). Work with us. Accessed 12 Dec 2019 from: https://www.transdev.com.au/join-our-teams/work-with-us/

Transdev. (2018). Moving You. Transxpress: Your news and views. Accessed 12 Dec 2019 from: https://issuu.com/ transdevaustralasia/docs/tdm_transxpress_q3_2018_fa_web

UGL. (n.d.). Partnerships. UGL Limited, Sydney. Accessed 12 Dec 2019 from: https://www.ugllimited.com/en/work-with-us/ diversity-and-inclusion/partnerships

Werribee Football Club. (n.d.). CDC Victoria signs on as multicultural and diversity partner. Accessed 12 Dec 2019 from: http://www.werribeefc.com.au/news/all-stories/1127-cdc-victoria-signs-on-as-multicultural-and-diversity-partner

Young, C., and Parry, N. (2020a). Reimagining the workforce: organisational context assessment of inclusion and innovation in the Victorian rolling stock sector. With contributions from Heenetigala, K. Rail Manufacturing Cooperative Research Centre, Melbourne.

Young, C., Cormick, C. and Jones, R N. (2020b). Learning as we go: developing effective inclusive management – case studies and guidance. Bushfire and Natural Hazards CRC, Melbourne.

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.

Young, C., Jones, R.N., and Kumnick. M., (2018) The Long Road: Building Effective Diversity and Inclusion in Emergency Management Organisations. Case Study Synthesis and Draft Framework. Bushfire and Natural Hazards CRC. Melbourne, Australia