

# WHAT CAN AUSTRALIANS DO TO BE MORE INCLUSIVE? IDENTIFYING KEY SOCIAL INCLUSION BEHAVIOURS

**Project funder:** Inclusive Australia

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## Conclusions and recommendations

1. Behaviours to support social inclusion at an individual level can be grouped into 7 broad categories: (a) Educate yourself, (b) Share your own story, (c) Expose yourself to different views/cultures, (d) Help the disadvantaged, (e) Speak up/call out non-inclusive behaviour, (f) Make small gestures, (g) Advocate.
2. People's willingness to undertake these behaviours vary by category, but different groups of the population may be more receptive to different target behaviours depending on their existing attitudes and experiences.

## BACKGROUND

Formed on the basis that most organisations representing less privileged and minority groups fundamentally want the same thing (for those they represent to be included and feel that they belong), *Inclusive Australia* (IA) is a not-for-profit that provides a central focus for this activity to be amplified and shared. IA seeks to influence ingrained behaviours and attitudes by:

1. Guiding a national narrative on social inclusion, enabling people individually or collectively to address discrimination and form connections with others.
2. Accelerating and amplifying the efforts of organisations and individuals who choose to be a part of the IA network through campaigns and advocacy.
3. Providing technical and physical platforms for collaboration, to enable us to leverage existing expertise and networks, drive convergence and collective action, and offer shared learning and measurement.
4. Developing tools to evaluate, measure, compare and improve current social inclusion activities in Australia, providing an overarching nationwide context to the issues being addressed.

As part of the first and fourth goals, IA is interested in identifying behaviours to suggest some simple everyday actions that every Australian can participate in to foster greater inclusion. To this end, IA has asked BehaviourWorks Australia (BWA) to undertake a process of identifying inclusion behaviour categories.

## METHODS

Two methods were undertaken to determine potential behaviour categories. The first approach worked from the bottom up by starting with the open question about what inclusive behaviours are, in order to create a categorisation system. The second used existing questions from the development of the *Social Inclusion Index* to see which behaviours correlated highly. This second approach has already been published in the journal *Analyses of Social Issues and Public Policy* (Zhao, Faulkner and Perry, 2020). Presented here is a short summary of the methods and some results from this paper.

### Method 1

This method involved asking 27 behavioural researchers to list three or more behaviours that support inclusion. This was collated into an initial total list of 83 suggestions. Two separate coders conducted inductive thematic analysis on this list to identify groups of inclusive behaviours. Following initial classification, the two coders compared notes and agreed on categories.

These categories were then reported back to a separate, smaller group of behavioural researchers with expertise in diversity and inclusion for comment. Based on this, further modifications / suggestions were incorporated to produce a final categorisation system.

### Method 2

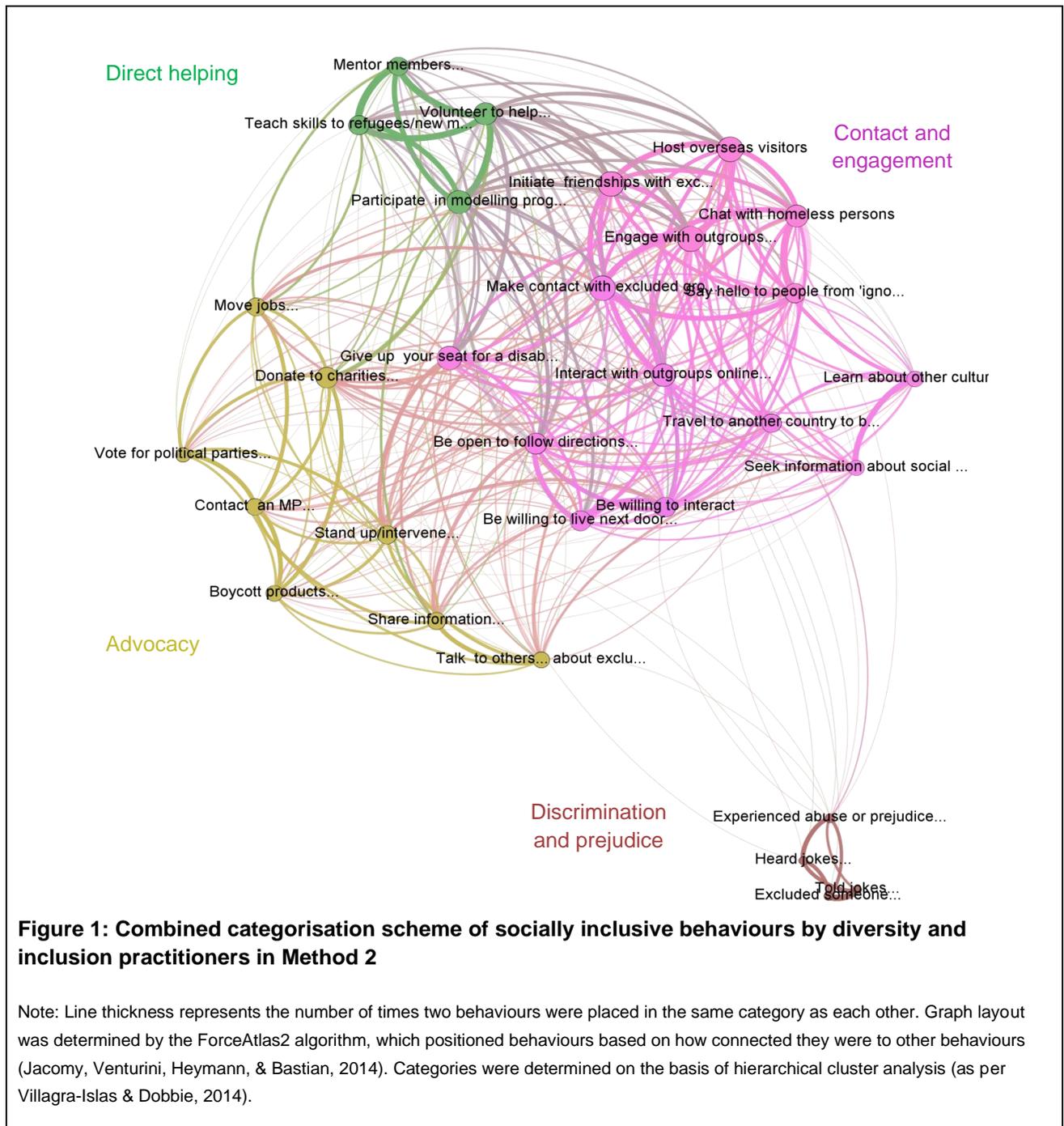
A behavioural identification workshop was conducted with 6 behavioural researchers at Monash University to identify a broad range of behaviours that supported or indicated social inclusion. These were based on the findings from the existing literature, as well as experience and knowledge in behavioural science. This produced a list of nearly 50 behaviours, which was presented to groups of diversity and inclusion practitioners at a social inclusion workshop for feedback and for categorisation. The resulting categorisation schemes were then combined using network analysis (Borgatti, Mehra, Brass, & Labianca, 2009; Scott, 2012). This combined categorisation scheme showed a 4-part structure, consisting of (1) Direct helping, (2) Contact and engagement, (3) Advocacy, and (4) Discrimination and prejudice (see Figure 1). On further review, the fourth category consisted primarily of experiences rather than behaviours and was excluded from the below analysis.

The main behaviours from this combined categorisation scheme were further refined and presented to 2,632 participants as part of the *Social Inclusion Index* survey. The final set of behaviours was:

1. Talk to other Australians about the issue
2. Say something when you see discrimination occurring
3. Read more about the experiences of minority groups
4. Say "hello" to people from other groups
5. Listen to and validate people who claim to be victims of discrimination
6. Send a letter to the government
7. Help organise a demonstration
8. Donate money to the cause (i.e., social inclusion)
9. Get employment with an organisation that works to support this position (i.e., social inclusion)
10. Share information on social media
11. Volunteer to teach skills to people from disadvantaged groups (e.g., immigrants, disabled people, elderly people, minorities)
12. Provide mentoring to people from disadvantaged groups (e.g., immigrants, disabled people, elderly people, minorities)

13. Participate in modelling programs to help people from disadvantaged groups
14. Volunteer time to help people from disadvantaged groups
15. Invite foreign visitors to stay at your home

Participants were asked about their willingness to engage in these behaviours on Likert-type scales (e.g., 1 = Very unwilling, 6 = Very willing). Based on the survey results, we then looked at the correlation between willingness to take part in these behaviours and conducted a factor analysis.



# RESULTS

## Method 1

Five behaviour categories were identified and agreed upon, which are described in Table 1.

**Table 1: Behaviour categories developed using Method 1**

Category	Examples
<b>1. Educate yourself in private</b>	Watch documentaries, read different views/authors, follow different people on social media, understand your biases, reflect on learning by taking (deliberate) time to consider others' situations or views
<b>2. Share your own story freely and openly (food, culture, ideas, challenges)</b>	Participate in events by sharing culture and customs from your own background. Offer your point of view in discussions.
<b>3. Expose yourself to different views and cultures in person</b>	Attend multicultural events, check out community groups in a local area, volunteer/advocate for minority groups
<b>4. Speak up / call out non-inclusive behaviour and enable participation of minority groups</b>	Call out bigotry, sexism, racism, or anti-religious sentiment, ask quiet or different people for opinions, amplify the voices of the minority
<b>5. Make small gestures to show that inclusion is important</b>	Change email signature to include IA logo, pronouns, or that you are an LGBTQ+ ally, wear a badge/label that represents a group/issue you care about (people with disability, gender equality), ask someone how to pronounce their name before introducing them, acknowledge Traditional Owners at the beginning of meetings, acknowledge cultural holidays and traditions. Note that many small gestures could be added to this category.

It is worth noting was that there were some debates about these categories, for example, that Category 4 (speaking up and enabling participation) could include gestures to indicate importance (Category 5). However, it was apparent that these gestures were more important than others and hence warranted their own category. Also debated was the issue of whether taking time to contemplate others' situations was a behaviour (Category 1). However, when coupled with the act of educating oneself, it was agreed that this could be included as a behaviour category. Finally, there was discussion about the nuances between the first three categories, in particular whether there were significant enough differences between them to warrant separate categories. Here we agreed that the behaviours you can do in private (Category 1) were sufficiently different to behaviours you can do to learn in person (Category 3). Category 2 (sharing your story openly) is about enabling others to participate in Category 3 (experiential learning) behaviours.

There were two additional categories consisting of behaviours not listed in the initial five. For different reasons these were not considered everyday or individual-level behaviours. They were:

1. To facilitate inclusive events / programs, or events / programs to showcase diversity and enable behaviours in Categories 1–3. These events / programs could include smaller activities that allow people to label themselves as part of Category 5.

2. For leaders to enact inclusive policies (e.g. blind recruitment, diverse recruitment, set up diverse teams) that have proven effectiveness. These belong in a separate category of organisational behaviours for inclusion and diversity. For an extensive list of organisational behaviours, see the report *The Effectiveness of Interventions, Practices, and Policies for Workplace Diversity and Inclusion*.

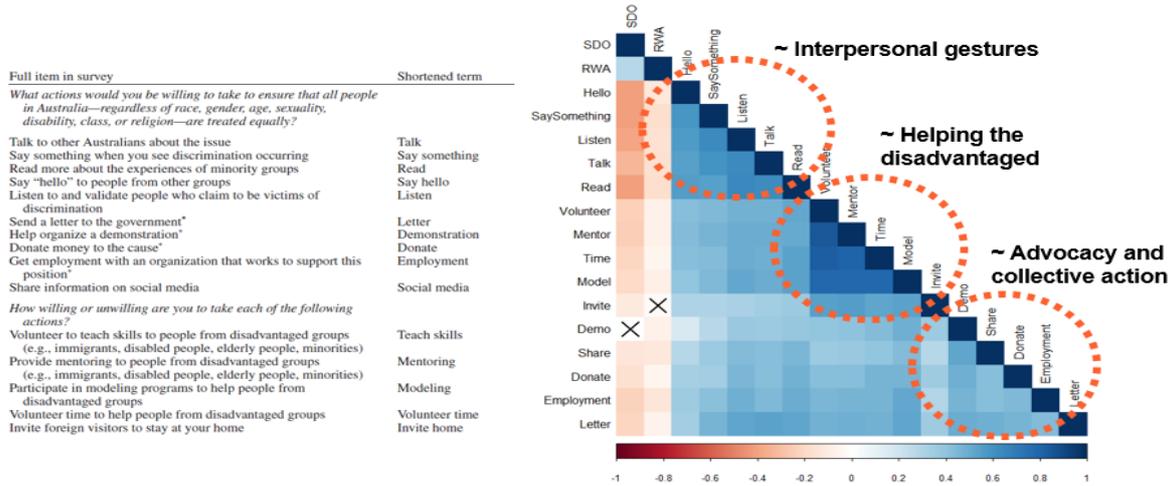
## Method 2

Data analysis of participant responses from the *Social Inclusion Index* survey showed a three-factor model of behaviour groups. These are described in more detail in Table 2 and Figure 2.

**Table 2: Behaviour categories identified using Method 2**

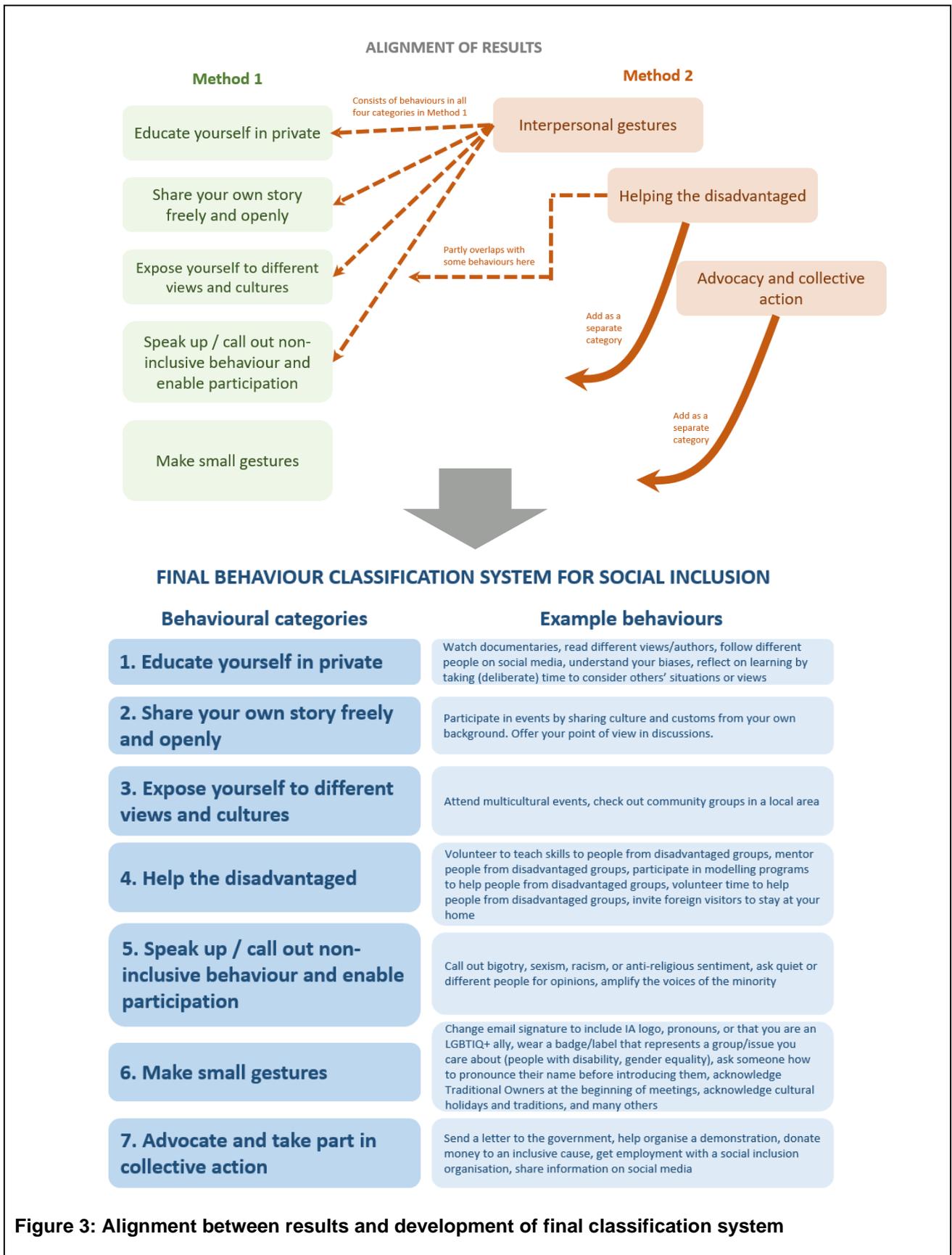
Category	Examples	Average willingness to undertake these behaviours
<b>1. Interpersonal gestures</b>	Talk to people about inclusion issues, say hello to people from other groups, say something when you see discrimination occurring, read more about the experiences of minority groups, listen to and validate people who claim to be victims of discrimination	Relatively higher (around 4.5 on a scale between 1 = Very unwilling and 6 = Very willing)
<b>2. Helping the disadvantaged</b>	Volunteer to teach skills to people from disadvantaged groups, mentor people from disadvantaged groups, participate in modelling programs to help people from disadvantaged groups, volunteer time to help people from disadvantaged groups, invite foreign visitors to stay at your home	Relatively higher (around 4 on a scale between 1 = Very unwilling and 6 = Very willing)
<b>3. Advocacy and collective action</b>	Send a letter to the government, help organise a demonstration, donate money to an inclusive cause, get employment with a social inclusion organisation, share information on social media	Relatively lower (around 3.5 on a scale between 1 = Very unwilling and 6 = Very willing)

## SOCIALLY INCLUSIVE BEHAVIOURS



Note: Pearson correlations, Xs refer to non-significant correlations at the  $p < .01$  level

**Figure 2: Correlation of self-reported willingness to undertake behaviours in Method 2**



**Figure 3: Alignment between results and development of final classification system**

## DISCUSSION AND CONCLUSIONS

The two different approaches yielded some alignment and some differences in behaviour categories. The key difference appears to be the number and specificity of behaviours around individual enlightenment and sharing that arose from Method 1 (Categories 1–3). These categories of behaviour were less distinct in Method 2, which is likely to be a product of (a) starting with fewer behaviours in the first place rather than the more inductive first approach which didn't limit behaviours identified and (b) the types of behaviours that were measured.

However, Method 2 provided empirical evidence to support the categorisation system, as well as adding one more category where no behaviours were identified in the first approach (advocacy and collective action). That said, the behaviours in this category are less “simple everyday behaviours” that all Australians can do, and participants indicated a relatively lower willingness to take part in these behaviours. In addition, Method 2 produced a separate category of behaviours around direct volunteering and helping of the disadvantaged, which had been combined with multiple other behaviours as part of Category 3 in Method 1.

We therefore suggest merging the results from the two methods to capture the advantages of both approaches. This has led to a final categorisation system detailed in Figure 3, which consists of three categories around education, contact, and sharing of ideas/views, one category involving direct helping and volunteering to assist disadvantaged groups, one category involving speaking up and responding to prejudice and discrimination, one category consisting of gestures to indicate inclusive norms, and one category consisting of advocacy and collective action.

There are several considerations when using this final classification system of behaviours to support social inclusion. First, the survey analyses in Zhao et al. (2020) showed that people's willingness to undertake these categories of behaviour vary, ranging from very willing (e.g., say “hello” to people from other groups) to relatively less willing (e.g., invite foreign visitors to stay at your home). This should be taken into account when deciding on which behaviours to target for change, noting that one of the basic principles of behaviour change is to make the target behaviour as easy as possible and to reduce any friction costs (Behavioural Insights Team, 2014).

Second, Zhao et al. (2020) also showed that people's willingness to undertake these behaviours vary as a result of existing attitudes and personality traits. In light of the five profiles revealed through the *Social Inclusion Index* survey (Allies, Affected Activists, Disillusioned, Indifferent, Content), change may be more achievable when pairing certain target behaviours with certain profiles. For example, people who are Allies and are already prepared to act and support social inclusion may be more likely to undertake higher investment behaviours such as volunteering to help the disadvantaged. In contrast, people who are Indifferent or Content may be encouraged to take part in educating themselves in the first instance through lower cost behaviours that may lead to attitude change.

Finally, it is important to note that this work focuses on behaviour categories rather than specific behaviours and there may be some work to articulate the specific behaviours that sit within each category. This is important to make opportunities even more tangible to Australians, as well as to consider how they apply to more specific situations. Furthermore, behaviour change approaches typically work better when specific behaviours are targeted, so these would also be more useful with such specificity.

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**Declarations of Conflict of Interest**

The authors have no conflicts to declare.

**Citations**

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