



Australian Government

Department of Education, Employment and Workplace Relations

MTMBUS703A Communicate and negotiate in a culturally diverse context

Release: 1

MTMBUS703A Communicate and negotiate in a culturally diverse context

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	<p>This unit covers the skills and knowledge required to communicate and negotiate in multicultural business contexts which require an understanding of diverse cultures.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to leaders or managers who need to apply sound cross-cultural communication and negotiation strategies in their business practice and to develop these skills in others. They will be negotiating with other organisations in areas such as marketing, partnership negotiations or commercial agreements. These organisations could be onshore or offshore.</p>
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse own organisation's cross-cultural business practices using theoretical models of culture	1.1. Key elements of <i>culture</i> and <i>cultural diversity</i> from a range of perspectives are defined. 1.2. The organisation's cultural practices in comparison to other cultures are analysed. 1.3. Identified improvements to practices are identified and applied and awareness of issues are raised. 1.4. Strengths and limitations of theoretical models of culture and diversity are identified.
2. Evaluate cultural features of selected countries relevant to the organisation's business requirements	2.1. <i>Significant events</i> that have shaped the identity of selected countries are described. 2.2. <i>Key characteristics of business systems</i> in selected countries are researched and profiled. 2.3. Broad <i>cultural differences in business behaviour</i> in selected countries are analysed and described. 2.4. Distinguishing features of <i>business practices</i> in selected countries are researched and evaluated.
3. Develop cross-cultural awareness strategies, and communication and negotiation skills in a cross-cultural business setting	3.1. Ways in which <i>cultural norms in the workplace</i> impact business practices are identified and communicated. 3.2. Potential impact of improved cross-cultural awareness on business interactions is evaluated. 3.3. Formal and informal coaching and training strategies are applied to improve organisational cross-cultural communication practices and strategies. 3.4. Negotiation strategies are identified and applied to address business requirements in a cross-cultural setting. 3.5. Appropriate criteria and strategies are determined to evaluate effectiveness of communication and negotiation in a cross-cultural business setting.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

REQUIRED SKILLS AND KNOWLEDGE

Ability to:

- interact and negotiate in a range of cross-cultural contexts in relation to the business of the enterprise
- interact appropriately with partners, customers, governments and other stakeholders
- use identify the cultural approach of the organisation
- use identify the strengths and weaknesses in models of cultural analysis
- use initiative and enterprise skills to take account of cultural contexts, similarities and differences in cross-cultural communication
- apply learning to identify and apply multiple perspectives and interpretations, and appropriate protocols and language
- research academic theories of culture and to present them in plain English
- use problem-solving skills to negotiate in difficult and complex situations
- communicate and negotiate through an interpreter in a culturally appropriate manner
- work effectively with groups and teams
- research online and to use libraries for gaining knowledge and information about culture

Required knowledge

Knowledge of:

- communication styles and methods, and cultural protocols for use with people from a range of countries
- definitions of culture and cultural diversity based on a number of theoretical models
- cultural bias inherent in any conceptual model of culture
- implicit and explicit similarities and differences within and between countries and cultures
- important cultural features of selected countries
- Occupational Health and Safety (OH&S) protocols for interactions with people at work, particularly duty of care requirements
- personal cultural assumptions shaping expectations and outcomes
- sources of assistance for international visitors, including location of and access to interpreters
- special types of communications for the cross-cultural business environment

Evidence Guide

EVIDENCE GUIDE	
<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • applying cross-cultural knowledge and protocols • effectively communicating with diverse groups and individuals in the work environment • knowledge of communication styles and methods, and cultural protocols for use with people from a range of backgrounds.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • activities are related to a business context • access to workplace context in which cross-cultural communication and negotiation skills are required.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate in researching issues in business • evaluation of supervisor's reports on how the candidate applies knowledge of culture and cultural diversity • analysis of projects, responses to problem-based case studies/related tasks, completed records and reports developed by the candidate • review of analysis of interaction between the key elements of culture and cultural diversity • review of evaluation of business practices in selected countries • evaluation of formal and informal coaching and training strategies applied to improve organisational cross-cultural communication practices and strategies • oral or written questioning to assess knowledge of personal cultural assumptions shaping expectations and outcomes.

EVIDENCE GUIDE**Guidance information for assessment**

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example, with other units in the qualification in which this unit is packaged.

Range Statement**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Culture is:

- *The set of distinctive spiritual, material, intellectual and emotional features of society or a social group. It encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs. Culture is at the heart of contemporary debates about identity, social cohesion, and the development of a knowledge-based economy.*
(UNESCO Universal Declaration on Cultural Diversity 2002).

Cultural diversity is:

- *The uniqueness and plurality of the identities of the groups and societies making up humankind.*
(UNESCO Universal Declaration on Cultural Diversity 2002).

Significant events may include:

- cultural
- economic
- historical
- physical and geographic
- political
- religious.

Key characteristics of business systems may include:

- legislative and economic structure
- public and private company ownership
- market access

RANGE STATEMENT	
	<ul style="list-style-type: none"> • trade and other business agreements • cultural, religious and secular influences • participation profile and levels.
<i>Cultural differences in business behaviour</i> may include:	<ul style="list-style-type: none"> • communication styles: <ul style="list-style-type: none"> • differences in tentativeness and politeness, confidence and assertiveness • gender differences and acceptance • value given to, and conventions for, questioning of knowledge • ways of arguing (e.g. linear and direct, non-linear and indirect) • concepts of competition and fairness • pedagogical models and practices • stakeholder roles and power relationships.
<i>Business practices</i> may include:	<ul style="list-style-type: none"> • acceptability of conflict and mechanisms for conflict resolution • communication channels and modes • industrial relations • legal and ethical practices • maintaining 'face' • negotiations • protocols • relationships.
<i>Cultural norms in the workplace</i> may include:	<ul style="list-style-type: none"> • communication practices • levels of formality • pedagogical practices • roles and relationships.

Unit Sector(s)

Unit sector	
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Co-requisite units

Co-requisite units	
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Co-requisite units		

Competency field

Competency field	
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