CHCCS506A Promote and respond to workplace diversity

Release: 1

CHCCS506A Promote and respond to workplace diversity

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to value, promote and respond to diversity in the workplace
	It enables the worker to identify and understand the role, benefits and challenges of diversity in their workplace, and to contribute to organisation diversity policies and processes

Application of the Unit

Application	This unit of competency is to be applied in workplaces and job roles which involve managing the impacts of a significantly diverse client base and workforce

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Research *diversity* in the workplace	1.1 Collect and analyse *quantitative and qualitative workplace diversity data*
	1.2 Identify and analyse *potential benefits of diversity* in relation to the workplace objectives
	1.3 Share research outcomes with colleagues and include them in practice where appropriate
2. Promote an appreciation for diversity workplace	2.1 Integrate *principles of diversity* into work duties in the workplace
	2.2 Identify and adapt professional development opportunities to address the needs of a diverse workforce in accordance with diversity objectives and resource constraints
	2.3 Generate a supportive workplace by valuing and promoting the benefits of a diverse workforce to those working in the workplace according to relevant policy
	2.4 Identify and use diversity factors associated with clients and colleagues to address diversity objectives of the workplace
	2.5 Value and encourage the experience of working with diverse clients and colleagues

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ELEMENT	PERFORMANCE CRITERIA
3. Communicate within a diverse workplace	3.1 Manage barriers to *inclusivity* to facilitate full participation of all members of the workplace and client group
	3.2 Use a range of *communication strategies* to meet the diverse needs of individuals within the workplace
	3.3 Implement tailored communication strategies for targeted individual and group needs
	3.4 Identify and/or develop and use resources that facilitate effective communication in the workplace
	3.5 Reflect upon use of communication strategies with regard to workplace diversity
4. Contribute to workplace diversity policies and procedures	4.1 Develop diversity strategies in consultation with stakeholders including people from *key target groups*
	4.2 *Advocate* for diversity strategies to be implemented in accordance with workplace policies and procedures
	4.3 Develop *measures of effectiveness* to evaluate the outcomes of workplace strategies, policies and procedures for diversity
	4.4 Report upon workplace diversity strategies within appropriate context

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Requirements of anti-discrimination legislation
- Definitions of diversity within legislation
- Benefits of workplace diversity
- Direct and indirect discrimination
- The profile of own workplace diversity data
- Own cultural assumptions and their effects on behaviour and work practices
- Ways to ensure effective and equitable activities to diverse clients
- Barriers to inclusivity
- EEO, equity and diversity principles
- Principles and practices of cultural awareness and cross cultural communication

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Access and reference workplace information relating to diversity
- Analyse workplace diversity information
- Plan an approach to facilitate workplace diversity and address barriers to inclusion
- Respond to workplace diversity in accordance with workplace objectives
- Integrate diversity into planned activities
- Promote diversity in the workplace
- Contribute to diversity planning in range of workplace samples

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of

REQUIRED SKILLS AND KNOWLEDGE

the identified work role

These include the ability to:

- Reflect on own practice
- Monitor and improve own behaviour
- Use a range of communication styles to suit people from diverse backgrounds
- Access and implement relevant legislation
- Facilitate communication and enhance participation in the workplace and community
- Demonstrate the application of skills in:
    - undertake research and analysis
    - problem solving
    - observation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	- The individual being assessed must provide evidence of specified essential knowledge as well as skills - The candidate must provide evidence of a high level of experience in the workplace - This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions - Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
	• All workers should develop their ability to work in a culturally diverse environment
	• In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
	• Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resources required for assessment include access to:
	• relevant workplace or simulated realistic workplace setting where assessment may take place
	• legislation, regulations, policies and procedures
	• workplace values and codes of conduct
	• workplace profile and current information on diversity issues
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a work environment

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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. Add any 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.

Quantitative and qualitative workplace diversity data may include:	• Distribution of equity groups • Barriers to access and participation • Employment status • Comparison of client and staff data • Comparison with the rest of the community
Diversity may refer to difference related to:	• Age • Cultural background • Educational level • Ethnicity • Expertise • Gender • Interest • Interpersonal approaches • Languages • Life experiences • Not fitting the dominant paradigm of the organisation • Personality • Physical ability • Religious/spiritual belief • Socioeconomic background • Thinking/learning styles • Working styles

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RANGE STATEMENT

Analysis of data may include:

- Comparison with historical data
- Comparison with local and national data
- Desegregation and cross referencing of data on the basis of gender, disability, ethnicity and age (to identify intersections)

Potential benefits of diversity may include:

- Social justice
- Improved client outcomes
- Improved relationships
- A culture of respect and tolerance
- Cultural identity and awareness
- Acknowledgement of human rights
- Promotion of equity and fairness
- Improved access for community, clients and staff from diverse background
- Greater responsiveness to change
- Cultural enrichment
- Abilities/difference vs deficit model
- Creation of a harmonious and supportive work environment

Principles of diversity include:

- Respect for others
- Valuing difference
- Access
- Equity
- Respect for the law and system of government
- Social justice
- Human rights
- Difference vs deficit

Inclusivity refers to:

- Attitudes and environments in which all persons are treated equitably

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RANGE STATEMENT

Communication strategies may include:	• Written - electronic, letters, memos • Verbal and non-verbal • Presentations • Discussions • Conflict management • Critical listening and questioning • Constructive and supportive feedback • Use of translators • Use of languages other than English
Key target groups may include:	• Older people • People in rural and remote locations • Aboriginal and/or Torres Strait Islander people • People with English as a second language • People with a disability • A group of people that is prescribed by regulation • Women • Young people
Advocate may include:	• Speaking or taking active support of another person or group
Measures of effectiveness may include:	• Statistical data • Anecdotal records • Policy sign off • Changes in data collection over time • Change in behaviour • Reduction in grievances • Reduction in workplace conflict • Enhanced relationships

Unit Sector(s)

Not Applicable