



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **PSPGOV308B Work effectively with diversity**

**Revision Number: 1**

## PSPGOV308B Work effectively with diversity

### Modification History

Not applicable.

### Unit Descriptor

#### Unit descriptor

This unit covers the competency for individuals without supervisory responsibilities to work effectively with diversity. It includes recognising and valuing individual differences and working effectively with diverse clients and colleagues.

In practice, working with diversity is demonstrated in the context of other generalist or specialist work activities such as working effectively in the organisation, upholding the values of public service, contributing to the workgroup, delivering client services, procuring goods or services, etc.

This is one of 6 units of competency in the Competency Fields of *Working in Government* and *Management* that deal with diversity. Related units are:

PSPGOV201B Work in a public sector environment

PSPGOV408A Value diversity

PSPGOV505A Promote diversity

PSPMNGT605B Manage diversity

PSPMNGT702A Influence and shape diversity management

This unit replaces and is equivalent to *PSPGOV308A Work effectively with diversity*

### Application of the Unit

Not applicable.

### 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 are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *italics* is explained in the Range Statement following.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Recognise and value individual differences

- 1.1 Workgroup *diversity* is explored to identify attributes that may be of benefit to the organisation and its client base
- 1.2 *Colleagues* are assisted to acknowledge and use their diverse attributes to contribute to workgroup processes, outcomes and delivery of services to diverse clients
- 1.3 Own work practices are used to acknowledge and reflect the diversity of self and colleagues for the benefit of workplace activities, stakeholder relationships and outcomes
- 1.4 Client diversity is identified and responded to in accordance with *legislation, policy and guidelines*

#### 2. Work effectively with diverse clients and colleagues

- 2.1 A range of communication styles is developed and used to respect and reflect the diversity of the workplace and client groups
- 2.2 Compliance with the requirements of public sector legislation, policies and guidelines relating to workplace diversity is demonstrated through personal conduct in the workplace
- 2.3 Feedback from clients and the workgroup is sought and utilised to continuously improve personal effectiveness in working with diversity

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Skill requirements

Look for evidence that confirms skills in:

- using a range of communication styles to suit different audiences and purposes
- communicating with people from diverse backgrounds
- responding to diversity, including gender and disability
- reading complex and formal documents such as legislation and codes of conduct and applying them to work practices
- accessing legislation and codes of conduct electronically or in hard copy

#### Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- cultural diversity, including issues of racism, harassment and victimisation
- direct and indirect discrimination, such as dress codes that exclude certain groups (eg requiring male staff to be clean shaven would indirectly discriminate against Sikhs)
- own cultural assumptions and their effect on behaviour and work practices
- public sector definitions of diversity
- the benefits of workplace diversity
- ways to ensure effective and equitable delivery of services to diverse clients
- equal employment opportunity, equity and diversity principles
- principles and practices of cultural awareness and cross-cultural communication
- public sector values and codes of conduct
- public sector legislation impacting on workplace diversity
- organisational policies and procedures

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

#### Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC301B Uphold the values and principles of public service

PSPGOV301B Work effectively in the organisation

PSPGOV302B Contribute to workgroup activities

PSPGOV309A Address client needs

PSPGOV310A Work in and with small, regional and remote organisations

PSPGOV312A Use workplace communication strategies

PSPGOV314A Contribute to conflict management

PSPGOV315A Give and receive workplace feedback

PSPLEGN301B Comply with legislation in the public sector

#### Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- working effectively with diversity in a range of (3 or more) contexts (or occasions, over time)

#### Resources required to carry out assessment

These resources include:

- public sector legislation, regulations, policies and guidelines
- definition and benefits of workplace diversity
- public sector values and codes of conduct
- organisational procedures and protocols

## EVIDENCE GUIDE

- current information on diversity issues

### Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered, including coping with difficulties, irregularities and breakdowns in routine
- working effectively with diversity in a range of (3 or more) contexts (or occasions, over time) in contexts such as participating in a workgroup or delivering client services.

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

### For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

## Range Statement

### RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

- Diversity may include***
- age
  - cultural background
  - disability
  - educational level
  - ethnicity
  - expertise
  - family responsibilities
  - gender
  - interests
  - interpersonal approach
  - language
  - learning styles
  - life experience
  - marital status
  - not fitting the dominant paradigm of the organisation
  - personality
  - physical capability
  - political orientation
  - race
  - religious belief
  - sexual orientation
  - socio-economic background
  - thinking styles
  - work experience
  - working styles

- Colleagues may include***
- peers
  - trainees
  - work experience personnel
  - supervisors and senior management
  - internal stakeholders



## RANGE STATEMENT

- external stakeholders/clients/customers

### *Legislation, policy and guidelines may include*

- Commonwealth legislation addressing diversity issues, for example:
  - Racial Discrimination Act 1975
  - Sex Discrimination Act 1984
  - Disability Discrimination Act 1992
  - Workplace Relations Act 1996
  - Privacy Act 1988
  - Human Rights and Equal Opportunity Commission Act 1984.
- State/Territory legislation addressing diversity issues, such as Victoria's Racial and Religious Tolerance Act
- public service/public sector management acts
- workplace diversity guidelines
- national and international codes of practice and standards
- the organisation's plans, strategies and policies relating to diversity
- policies relating to language services
- government policy mandating equal employment opportunity and/or workplace diversity requirements, such as:
  - Managing diversity in the Western Australian public sector, August 1995
  - Valuing cultural diversity, State of Victoria, 2002.
- public sector ethics/values/codes of conduct
- public sector management standards (subordinate law)
- Commissioner's directions/instructions
- community guidelines, policy and practices (such as those within Aboriginal and Torres Strait Islander communities)

## Unit Sector(s)

Not applicable.

## **Competency field**

**Competency field**            Working in Government