



**Australian Government**

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

# **PSPGOV408A Value diversity**

**Release 3**

## PSPGOV408A Value diversity

### Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

### Unit Descriptor

This unit covers promotion of the value of workplace diversity and the contribution it makes to effective work practices, the generation of new ideas, and the organisation's responsiveness to the community. It includes promoting the benefits of workplace diversity and contributing to diversity outcomes.

In practice, diversity is promoted in the context of other generalist or specialist work activities such as upholding and supporting public service values, providing input to change, contributing to policy development and implementation, delivering client services, managing contracts, 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
- PSPGOV308B Work effectively with diversity
- PSPGOV505A Promote diversity
- PSPMNGT605B Manage diversity
- PSPMNGT702A Influence and shape diversity management
- 
- No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

### Application of the Unit

Not applicable.

### Licensing/Regulatory Information

Not applicable.

## **Pre-Requisites**

Not applicable.

## **Employability Skills Information**

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 *bold italics* is explained in the Range Statement following.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |  |  |
|--|--|
| <p><b>1. Promote the benefits of diversity</b></p> | <p>1.1 The <i>diversity</i> of the workgroup is analysed to identify the strengths and differences that benefit both staff and the organisation.</p> <p>1.2 <i>Workplace diversity issues, benefits</i> and risks are explained to others using language and supporting material suitable to their needs and the situations they are likely to experience.</p> <p>1.3 Diversity training and awareness programs are identified and <i>promoted</i> to encourage and support others to appreciate the benefits of diversity.</p> <p>1.4 Opportunities for leadership in, and advocacy of, workplace diversity are identified and utilised within own area of responsibility.</p>  |
| <p><b>2. Contribute to diversity outcomes</b></p>  | <p>2.1 Currency is maintained in knowledge of diversity principles and practices that are applied in the workplace.</p> <p>2.2 Others are assisted to access and use <i>legislation, policy and guidelines</i> to ensure work practices contribute to diversity benefits.</p> <p>2.3 Development and use of a range of <i>communication styles</i> is modelled and fostered to respond to the diversity of the workplace and its clients.</p> <p>2.4 Targeted responses to the needs of the organisation's diverse client group/s are identified and implemented in accordance with organisational policy and procedures.</p> <p>2.5 Feedback on diversity policies, strategies and practices/services is provided to managers in accordance with organisational procedures.</p> |

## 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:

- applying legislation, regulations, policies, procedures and guidelines relating to/impacting on workplace diversity, such as equal employment opportunity, anti-discrimination
- using a range of communication styles to suit different audiences and purposes
- communicating with people from diverse backgrounds
- delivering services/responding to the needs of diverse client groups
- responding to workplace diversity, including gender and disability
- identifying racist behaviours
- explaining complex and formal documents such as legislation and codes of conduct and applying them to work practices
- actively demonstrating to others a clear commitment to the principles and practices of workplace diversity

### Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- complexities of cultural diversity, including issues of racism, discrimination, harassment and victimisation
- direct versus indirect discrimination
- public sector definitions of diversity
- issues and benefits relating to workplace diversity
- equal employment opportunity, equity and diversity principles
- principles and practices of cultural awareness
- avoidance of gender bias in language
- principles of multiculturalism
- productive diversity principles including flexibility, multiplicity, devolution, negotiation and pluralism
- institutional racism and resulting indirect discrimination
- public sector values and codes of conduct
- jurisdictional legislation, instructions, directions and standards that underpin or impact on workplace diversity
- public sector policies, practices and procedures related to diversity, including those related to the provision of language services

## 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:
  - PSPETHC401A Uphold and support the values and principles of public service
  - PSPLEGN401A Encourage compliance with legislation in the public sector
  - PSPGOV402B Deliver and monitor service to clients
  - PSPGOV411A Deal with conflict
  - PSPGOV412A Use advanced workplace communication strategies
  - PSPGOV414A Provide workplace mentoring
  - PSPGOV418A Develop internal and external networks
  - PSPGOV419A Work with interpreters
  - PSPPOL404A Support policy implementation

### 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
- valuing diversity in a range of (3 or more) contexts (or occasions, over time) such as upholding and supporting public service values, providing input to change, contributing to policy development and implementation, administering contracts

### Resources required to carry out assessment

These resources include:

- definition and benefits of workplace diversity
- statistics on community diversity
- public sector values and codes of conduct
- organisational procedures and protocols
- legislation, regulations, policies, procedures and guidelines relating to/impacting on workplace diversity

### 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

- valuing diversity in a range of (3 or more) contexts (or occasions, over time) such as upholding and supporting public service values, providing input to change, contributing to policy development and implementation, administering contracts.

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

**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

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 ***bold italics*** in the Performance Criteria is explained here.

<p><b><i>Diversity</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• age</li> <li>• cultural background</li> <li>• educational level</li> <li>• ethnicity</li> <li>• expertise</li> <li>• family responsibilities</li> <li>• gender</li> <li>• interests</li> <li>• interpersonal approach</li> <li>• language</li> <li>• life experience</li> <li>• marital status</li> <li>• not fitting the dominant paradigm of the organisation</li> <li>• personality</li> <li>• physical ability</li> <li>• political orientation</li> <li>• religious belief</li> <li>• sexual orientation</li> <li>• socio-economic background</li> <li>• thinking/learning styles</li> <li>• work experience</li> <li>• working styles</li> </ul>
<p><b><i>Workplace diversity issues</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• equal employment opportunity issues such as:             <ul style="list-style-type: none"> <li>• direct and indirect discrimination - discriminatory systems and practices</li> <li>• harassment</li> <li>• racism</li> <li>• under-representation of equity groups in the public sector</li> <li>• employment of equity groups concentrated at lower levels in the public sector</li> <li>• women making up more than half of the public sector workforce but disproportionately represented at lower salary levels</li> <li>• barrier (or glass ceiling) that prevents equity group members</li> </ul> </li> </ul>



	<p>progressing to higher salary levels</p> <ul style="list-style-type: none"> <li>• disproportionate representation of equity group members in non-permanent, casual or contract positions</li> <li>• inappropriate supervisory treatment of equity group members</li> <li>• culturally inappropriate workplaces</li> <li>• enabling access to buildings to people with a disability</li> <li>• making reasonable adjustment to work processes.</li> <li>• quality of service delivery to clients from diverse backgrounds</li> <li>• sidelining staff from diverse backgrounds to 'diversity roles' rather than the opportunity to pursue what interests them, or where they add most value</li> <li>• people from recognised diversity groups choosing not to be identified through usual statistical collection methods</li> <li>• workplace systems or practices that don't allow a balance between work and family responsibilities</li> <li>• inequitable access to acting opportunities, workplace training and development</li> <li>• questioning/disregarding the dominant paradigm of the organisation</li> <li>• inappropriate treatment of those who don't fit the dominant paradigm of the organisation</li> <li>• risks associated with diversity not managed</li> <li>• different values: <ul style="list-style-type: none"> <li>• uncertainty avoidance</li> <li>• collectivist/individualist</li> <li>• power/distance</li> <li>• masculine/feminine</li> </ul> </li> <li>• resolving communication issues</li> <li>• developing cultural competence</li> <li>• negotiating commonalities</li> <li>• resolving conflict</li> <li>• negotiating difference</li> </ul>
--	---

<p><b><i>Benefits</i></b> of diversity may include:</p>	<ul style="list-style-type: none"> <li>• improved client service - internal and external</li> <li>• improved service delivery</li> <li>• promotion of equity and fairness</li> <li>• improved access for clients from diverse backgrounds to government services and programs</li> <li>• improved relationship with the community</li> <li>• wider sources of recruitment</li> <li>• greater responsiveness to change</li> <li>• cultural enrichment</li> <li>• promotion of creativity</li> <li>• creation of a harmonious and supportive work environment</li> <li>• retention of staff</li> <li>• facilitation of attainment of organisation goals</li> <li>• increased skills and experience added to the workplace</li> <li>• a workforce representative of the client base</li> <li>• a balanced workforce in terms of age, gender, race and culture</li> </ul>
<p><b><i>Promotion</i></b> of training and awareness programs may include:</p>	<ul style="list-style-type: none"> <li>• word of mouth</li> <li>• memos</li> <li>• emails</li> <li>• flyers</li> <li>• intranet</li> </ul>
<p><b><i>Legislation, policy and guidelines</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• Commonwealth and State/Territory legislation addressing diversity issues for example: <ul style="list-style-type: none"> <li>• Racial Discrimination Act 1975</li> <li>• Sex Discrimination Act 1984</li> <li>• Disability Discrimination Act 1992</li> <li>• Workplace Relations Act 1996</li> <li>• Privacy Act 1988</li> <li>• Human Rights and Equal Opportunity Commission Act 1984</li> <li>• Equal Opportunity for Women in the Workplace Act 1999.</li> </ul> </li> <li>• public service/public sector management acts</li> <li>• workplace diversity guidelines/program</li> <li>• national and international codes of practice and standards</li> <li>• the organisation's plans, strategies and policies relating to diversity</li> <li>• policies relating to language services</li> <li>• government policy mandating equal employment opportunity and/or workplace diversity requirements, such as: <ul style="list-style-type: none"> <li>• Managing diversity in the Western Australian public sector, August 1995</li> <li>• Valuing cultural diversity, State of Victoria, 2002.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• public sector ethics/values/codes of conduct</li> <li>• public sector management standards (subordinate law)</li> <li>• Commissioner's directions/instructions</li> <li>• community guidelines, policy and practices (such as those within Aboriginal and Torres Strait Islander communities)</li> </ul>
<p><i>Communication styles</i> may include:</p>	<ul style="list-style-type: none"> <li>• plain English</li> <li>• language in active rather than passive voice</li> <li>• simple sentence structure even though content may be complex</li> <li>• lack of jargon and acronyms</li> <li>• culturally appropriate body language</li> <li>• oral or written</li> <li>• use of graphics and illustrations</li> <li>• use of colour</li> <li>• reader-friendly layout</li> <li>• effective paragraphing</li> <li>• different languages</li> <li>• interpreting and translating</li> <li>• use of different media e.g. online</li> </ul>

## Unit Sector(s)

Not applicable.

## Competency field

Working in Government.