



Australian Government

Department of Education, Employment and Workplace Relations

PSPGOV505A Promote diversity

Revision Number: 3

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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 the implementation of workplace diversity strategies to promote diversity through the development of effective and inclusive work practices, the generation of new ideas, and to improve the organisation's responsiveness to the community. It includes providing diversity input to strategies, policies and plans, attracting and developing a diverse workforce and monitoring diversity outcomes.

In practice, diversity is promoted in the context of other generalist or specialist work activities such as promoting the values and ethos of public service, promoting compliance with legislation, providing leadership, developing client services, developing policy, coordinating career development, 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
- PSPGOV408A Value diversity
- PSPMNGT605B Manage diversity
- PSPMNGT702A Influence and shape diversity management
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- 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

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| <p>1. Provide diversity input to strategies, policies and plans</p> | <p>1.1 <i>Quantitative and qualitative workplace diversity data</i> is collected, <i>analysed</i>, and used for planning strategies, policies and plans to achieve a more diverse workforce.</p> <p>1.2 Workplace <i>diversity</i> data is compared with data on the diversity of the organisation's client base and the community it serves to ensure strategies, policies and plans are responsive to all stakeholders.</p> <p>1.3 Diversity strategies are developed in consultation with stakeholders, including people from key equity groups and clients.</p> <p>1.4 <i>Effectiveness measures</i> are developed to evaluate the effectiveness and outcomes of workplace strategies, policies and plans in relation to diversity.</p> <p>1.5 Actions to address the implementation of workplace diversity objectives are included in workplace business plans in accordance with organisational requirements.</p> <p>1.6 Reporting and feedback processes are incorporated into strategies and plans in accordance with organisational policy and procedures.</p> |
| <p>2. Attract, develop and promote a diverse workforce</p> | <p>2.1 Diversity principles are integrated with and underpin <i>human resources policies and practices</i> in the work area in accordance with the organisation's diversity strategy.</p> <p>2.2 Strategies to increase the recruitment and retention of equity groups and others who don't fit the dominant organisational paradigm are promoted and implemented in the workplace in accordance with <i>legislation, policies and procedures</i>.</p> <p>2.3 Barriers that prevent the recruitment, retention and progression of staff from diverse backgrounds are identified, and strategies developed to address them.</p> <p>2.4 <i>Development opportunities</i> are identified and tailored to address the needs of a diverse workforce in accordance with diversity objectives and resourcing constraints.</p> <p>2.5 Individuals with the capacity to operate in a variety of business and cultural settings are identified and <i>mentored</i> to maximise their contribution to the organisation and its clients in accordance with organisational procedures and diversity objectives.</p> <p>2.6 A harmonious and supportive work environment is created by valuing and promoting the <i>benefits of a diverse workforce</i> to those working within the business unit and/or the organisation in accordance with diversity objectives.</p> |
| <p>3. Monitor diversity outcomes</p> | <p>3.1 <i>Employee data</i> and feedback from staff or <i>interviews</i> are evaluated to identify changes and trends in diversity outcomes for the work area.</p> |

ELEMENT**PERFORMANCE CRITERIA**

3.2 Progress against workplace diversity effectiveness measures and policy/legal obligations is regularly monitored, outcomes reported and adjustments made to the diversity strategy or objectives in accordance with organisational procedures, to ensure its continued relevance and success.

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:

- statistically analysing diversity data
- planning and developing diversity objectives and effectiveness measures
- developing, monitoring and reporting on the progress of diversity strategies
- communicating with people from diverse backgrounds
- responding to diversity, including disability and gender
- managing diverse teams
- applying intercultural management
- using communication involving exchanges of complex oral information
- using a variety of words and language structures to explain complex ideas to diverse audiences
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- preparing written advice and reports requiring reasoning and accuracy of expression
- using plain English in written documents

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- qualitative and quantitative data analysis
- cultural diversity, including issues of racism, discrimination, harassment and victimisation
- benefits of workplace diversity
- strategies to overcome challenges associated with workplace diversity
- equal employment opportunity, access and equity principles
- productive diversity principles including flexibility, multiplicity, devolution, negotiation and pluralism
- the relationship between a culture of valuing diversity and the achievement of the organisation's core business plans and strategies
- institutional racism and resulting indirect discrimination
- jurisdictional legislation, instructions, directions and standards that underpin or impact on workplace diversity
- public sector policies, practices and procedures related to diversity

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:
 - PSPETHC501B Promote the values and ethos of public service
 - PSPLEGN501B Promote compliance with legislation in the public sector
 - PSPGOV502B Develop client services
 - PSPGOV504B Undertake research and analysis
 - PSPGOV506A Support workplace coaching and mentoring
 - PSPGOV510A Undertake and promote career management
 - PSPGOV511A Provide leadership
 - PSPGOV512A Use complex workplace communication strategies
 - PSPGOV514A Facilitate change
 - PSPGOV516A Develop and use emotional intelligence
 - PSPGOV523A Interrogate and analyse statistical data
 - PSPHR508A Coordinate career development
 - PSPPOL501A Develop organisation policy

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
- promotion of diversity in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- definition and benefits of workplace 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

Valid assessment of this unit requires:

assess evidence

- 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
- promotion of diversity in a range of (3 or more) contexts (or occasions, over time) such as promoting the values and ethos of public service, promoting compliance with legislation, providing leadership, developing client services, developing policy, coordinating career development.

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

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><i>Quantitative and qualitative workplace diversity data</i> may include:</p>	<ul style="list-style-type: none"> • distribution of equity groups by public sector level (number and proportion) • barriers to progress illustrated by drop in numbers above a certain level in the hierarchy • employment status • changes over time in employment status • comparison with client base • representation of equity groups at senior executive level • comparison with the rest of the public sector
<p><i>Analysis of data</i> may include:</p>	<ul style="list-style-type: none"> • comparison with historical data • desegregation and cross-referencing of data on the basis of gender, disability, ethnicity and age (to identify inter-sectionality)
<p><i>Diversity</i> may include:</p>	<ul style="list-style-type: none"> • age • cultural background • educational level • ethnicity • expertise • family responsibilities • gender • interests • interpersonal approach • language • life experience • marital status • not fitting the dominant paradigm of the organisation • personality • physical ability • political orientation • religious belief • sexual orientation • socio-economic background • thinking/learning styles • work experience • working styles

<p>Diversity <i>effectiveness measures</i> may include:</p>	<ul style="list-style-type: none"> • an increase in the proportion of equity group members in relation to the workforce as a whole • improved employment status • increased representation at higher salary levels • increased recruitment and retention of equity group members • removal of barriers to progression • reduction in complaints/grievances (eg harassment, racism) • reduction in requests for review of actions/grievances from equity group members
<p>Human resource policies and practices may include:</p>	<ul style="list-style-type: none"> • planning • selection and recruitment • performance management • performance appraisal • training and development • occupational health and safety • workplace relations • anti-harassment strategies • diversity • workplace standards
<p>Legislation, policies and procedures may include:</p>	<ul style="list-style-type: none"> • Commonwealth and State/Territory legislation addressing diversity issues • organisational 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: <ul style="list-style-type: none"> • 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)
<p>Development opportunities may include:</p>	<ul style="list-style-type: none"> • mentoring • sponsorship • coaching • work trials • more challenging work • shadowing

	<ul style="list-style-type: none"> • demonstration • role modelling • acting opportunities • job rotation • formal study/training • scholarships • cadetships • self-accessed learning
<i>Mentoring</i> may include:	<ul style="list-style-type: none"> • equity groups such as: <ul style="list-style-type: none"> • women • people from culturally and linguistically diverse backgrounds • Aboriginal and Torres Strait Islander people • people with disabilities • current work skills development • literacy and numeracy development • personal development • career development • management talent development
<i>Benefits of diversity</i> may include:	<ul style="list-style-type: none"> • improved client service - internal and external • improved service delivery • promotion of equity and fairness • improved access for clients from diverse backgrounds to government services and programs • improved relationship with the community • wider sources of recruitment • greater responsiveness to change • cultural enrichment/promotion of creativity • creation of a harmonious and supportive work environment • retention of staff • facilitation of attainment of organisation goals • increased skills and experience added to the workplace • a workforce representative of the client base • a balanced workforce in terms of age, gender, race and culture
<i>Employee data</i> may include:	<ul style="list-style-type: none"> • employment status • position level • recruitment and retention patterns • take-up of training • flexible working arrangements • length of service
<i>Interviews</i> may include:	<ul style="list-style-type: none"> • exit interviews

	<ul style="list-style-type: none">• performance management interviews• grievances or complaints• manager interviews
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Unit Sector(s)

Not applicable.

Competency field

Working in Government.