



**Australian Government**

# **SITXCOM201 Show social and cultural sensitivity**

**Release 1**

## SITXCOM201 Show social and cultural sensitivity

### Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	N  Replaces but is not equivalent to SITXCOM002A Work in a socially diverse environment.  Titled changed to better reflect the intent and content of the unit and for simplicity. Some Performance Criteria reordered for logical sequencing. Additional Performance Criteria and Required knowledge covering anti-discrimination. Equal employment opportunity deleted – not relevant to this unit.

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to be socially aware when serving customers and working with colleagues. It requires the ability to communicate with people from a range of social and cultural groups with respect and sensitivity and address cross-cultural misunderstandings.

### Application of the Unit

This unit applies to all tourism, travel, hospitality and event sectors.  
All personnel at all levels use this skill in the workplace during the course of their daily activities.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### Pre-Requisites

Not applicable.

## Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

### Elements and Performance Criteria

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.

- |   |   |
|---|---|
| <ol style="list-style-type: none"><li>1. Communicate with customers and colleagues from diverse backgrounds.</li><li>2. Address cross cultural misunderstandings.</li></ol> | <ol style="list-style-type: none"><li>1.1 Value and respect customers and colleagues from different social and cultural groups and treat them with respect and sensitivity.</li><li>1.2 Consider <b><i>social and cultural differences</i></b> in all verbal and non verbal communication.</li><li>1.3 Respond to others in a non-discriminatory way.</li><li>1.4 Make <b><i>attempts to overcome language barriers</i></b>.</li><li>1.5 Obtain <b><i>assistance</i></b> with communication.</li><li>2.1 Identify issues that may cause conflict or misunderstanding in the workplace.</li><li>2.2 Address difficulties and seek assistance from others.</li><li>2.3 Consider social and cultural differences when difficulties or misunderstandings occur.</li><li>2.4 Make efforts to resolve misunderstandings, taking account of social and cultural considerations.</li><li>2.5 Refer problems and unresolved issues to the appropriate supervisor or manager for follow-up.</li></ol> |
|---|---|

## Required Skills and Knowledge

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

### Required skills

- communication skills to:
  - respond to colleagues and customers with diverse social, cultural and language characteristics
  - discuss cross-cultural difficulties with others
- literacy skills to read and interpret workplace anti-discrimination policies and plain English documents produced by government information agencies
- problem-solving skills to identify and resolve issues that may cause conflict or misunderstandings in the workplace
- teamwork skills to discuss cross-cultural misunderstandings and difficulties with supervisors, managers and other team members.

### Required knowledge

- key principles of fairness and equity
- general characteristics of the main social and cultural groups in Australian society, including Indigenous people, and the key aspects of their cultural and religious protocols
- general characteristics of the main inbound tourist markets and the key aspects of their cultural and religious protocols
- different types of disability and implications for the workplace
- anti-discrimination policies for the industry and the specific organisation
- basic aspects of state, territory and commonwealth laws covering anti-discrimination, including requirements to:
  - treat customers and colleagues fairly and equitably
  - not discriminate, show partiality or grant any special favours on the basis of social and cultural attributes
  - not threaten, humiliate or intimidate people because of their social or cultural attributes.

## Evidence Guide

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.

### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- communicate with colleagues and customers from diverse range of social and cultural groups with respect and sensitivity
- integrate knowledge of different cultures and cultural characteristics when communicating with colleagues and customers.

#### Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated tourism, hospitality or events industry business activity where communication with socially diverse customers and colleagues takes place
- current workplace anti-discrimination policies
- plain English documents issued by government regulators that provide information on anti-discrimination laws
- others with whom the individual can interact.

#### Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation, using role plays, of the individual interacting with colleagues and customers from diverse social and cultural backgrounds
- exercises and activities to assess the individual's ability to recognise the general characteristics of diverse colleagues and customers
- use of problem-solving exercises so the individual can suggest ways of resolving difficulties or misunderstandings
- written or oral questioning to assess knowledge of anti-discrimination laws and workplace policies
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

#### Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for

example:

- SITHACS201 Provide porter services
- SITHACS303 Provide accommodation reception services
- SITXCCS101 Provide information and assistance
- SITXCCS201 Provide visitor information
- SITXCCS202 Interact with customers
- SITXCCS301 Provide lost and found services
- SITXCCS302 Provide club reception services
- SITXCCS303 Provide service to customers
- SITXLAN21\_\_ Conduct basic workplace oral communication in a language other than English.

## 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.

***Social and cultural differences*** may relate to:

- age
- colour
- criminal conviction
- customs, beliefs and values
- English language ability
- family and social obligations and status
- family structure
- forms of address
- gender
- industrial activity or inactivity
- language spoken
- levels of formality or informality
- marital status
- national origin
- observance of special religious, feasts or other celebratory days
- personal grooming, including dress and hygiene habits
- physical features
- physical or mental disability or impairment
- physical or mental illness
- political belief or activity
- race
- religious belief or activity
- sexual preference
- status as a parent or carer
- varied cultural interpretation of non-verbal behaviour
- work ethics.

***Attempts to overcome language barriers*** may involve:

- communicating through the use of:
  - gestures
  - signs
  - sign language
  - simple words in English or the other person's language

*Assistance* may be obtained from:

- giving simple directions
- giving simple instructions.
- colleagues
- government agencies
- diplomatic services
- disability advocacy groups
- educational institutions
- interpreter services
- local cultural organisations
- reference books.

## **Unit Sector(s)**

Cross-Sector

## **Competency Field**

Communication and Teamwork