



Australian Government

AVIG2003 Work in a socially diverse environment

Release: 2

AVIG2003 Work in a socially diverse environment

Modification History

Release 2. This is the second release of this unit of competency in the AVI Aviation Training Package.

Release 1. This is the first release of this unit of competency in the AVI Aviation Training Package.

Application

This unit involves the skills and knowledge required to work in a socially diverse environment in compliance with relevant regulatory requirements of the Civil Aviation Safety Authority (CASA) and national operating standards.

It includes communicating with customers and colleagues from diverse backgrounds, and dealing with cross-cultural misunderstandings.

This unit addresses aviation non-technical skill requirements (mental, social and personal-management abilities) related to teamwork duties of aviation personnel, and contributes to safe and effective performance in complex aviation operational environments.

Operations are conducted as part of recreational, commercial and military aircraft activities across a variety of operational contexts within the Australian aviation industry.

Work is performed independently or under limited supervision as a single operator or within a team environment.

Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Use for Defence Aviation is to be in accordance with relevant Defence Orders, instructions, publications and regulations.

Pre-requisite Unit

Not applicable.

Competency Field

G – Teamwork

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1 Communicate with customers and colleagues from diverse backgrounds	1.1	Customers and colleagues from diverse groups are valued and treated with respect and sensitivity
	1.2	Individual needs are appropriately recognised in verbal and non-verbal communication
	1.3	Where language barriers exist, reasonable efforts are made to communicate by alternative means
	1.4	Assistance from colleagues, reference books or outside organisations is actively sought, as required
2 Deal with misunderstandings	2.1	Issues that may cause conflict or misunderstanding in the workplace are identified and addressed
	2.2	Difficulties are addressed with appropriate people and assistance is sought from team leaders
	2.3	When difficulties or misunderstandings occur, possible diversity needs are considered
	2.4	Efforts are made to resolve misunderstandings, taking account of diversity considerations
	2.5	Issues and problems are referred to appropriate team leader/supervisor for follow-up

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the AVI Aviation Training Package Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to AVIG2003A Work in a socially diverse environment.

Links

AVI Training Package Companion Volume Implementation Guide available on VET Net: -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=4725260a-0af3-4daf-912b-ef1c2f3e5816>

Assessment Requirements for AVIG2003 Work in a socially diverse environment

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Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- addressing discrimination and bias in the workplace
- applying relevant legislation and workplace procedures
- communicating effectively with persons of diverse backgrounds and cultures
- completing relevant documentation
- ensuring activities are inclusive of diverse people
- ensuring messages and instructions are clearly understood
- implementing work health and safety (WHS)/occupational health and safety (OHS) procedures and relevant regulations
- modifying activities and behaviour depending on differing operational contingencies, risk situations and environments
- monitoring work activities in terms of planned schedule
- participating in identifying and implementing change to create an inclusive environment
- reading, interpreting and following relevant regulations, instructions, procedures, information and signs
- reporting and/or rectifying any problems, faults or malfunctions promptly in accordance with workplace procedures
- responding appropriately to cultural differences in the workplace to convey understanding and build relationships
- working collaboratively with others in a socially diverse environment
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- awareness of the diversity of Australia's Aboriginal and Torres Strait Islander peoples
- basic understanding of cultural dynamics as a factor in behaviour, including:
 - definition of culture as ways of knowing, being, doing and relating
 - the unique way individuals may experience a culture and respond to past experiences, including:
 - own culture and influences and how these may have changed
 - own perceptions of other cultures in Australian society and related bias
 - how cultural influences effect own behaviour and relationships and the behaviours and relationships of others
 - social, family and kinship
 - religious and spiritual beliefs
 - race and ethnicity
 - historical, political and economic influences
 - values and norms
 - dialects, idioms, colloquialisms, gestures and forms of address
 - taboos
 - social determinants
- broad understanding of resolution strategies, including:
 - workplace policies and procedures
 - conflict resolution
 - de-escalation and defusing techniques
 - negotiation
- diversity, including:
 - gender
 - age
 - disabilities
 - family obligations
 - family-structure
 - forms of address
 - language
 - levels of formality/informality
 - non-verbal behaviour
 - personal grooming
 - product preferences
 - race
 - recognised holidays
 - sexual preference
 - specific needs
 - work ethics
- outside organisations, including one or more of the following:

- appropriate government agencies
- diplomatic services
- educational institutions
- interpretative services
- local cultural organisations
- mediation
- counselling
- principles of equal employment opportunity (EEO) and anti-discrimination legislation as they apply to individual employees
- principles that underpin cultural awareness
- recognition of different cultural groups in Australian society
- recognition of various international customer groups (as appropriate to the sector and individual workplace)
- relevant Australian and state/territory anti-discrimination legislation and equal opportunity legislation
- typical cross-cultural misunderstandings and problems that can occur in the workplace, and appropriate ways of dealing with them
- what it means to be culturally aware
- strategies and methods to overcome language barriers when:
 - answering simple enquiries
 - describing goods and services
 - giving simple directions
 - giving simple instructions
 - meeting and greeting/farewelling customers
 - preparing for, serving and assisting customers.

Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- acceptable means of simulation assessment

- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment (PPE) currently used in industry.

Links

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