



Australian Government

BSBDIV803 Develop cross cultural communication and negotiation strategies

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to apply effective cross cultural communication and negotiation skills, and to develop these skills in international education business contexts.

It applies to individuals who manage education programs and projects in organisations from one or more international education sectors (schools, English language training organisations, vocational education and training, higher education, postgraduate education).

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

Unit Sector

Workforce Development – Diversity

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Analyse own organisation's international education practices using theoretical models of culture	1.1 Define the key elements of culture and cultural diversity from a range of perspectives 1.2 Investigate and analyse interaction between the key elements of culture and cultural diversity 1.3 Apply theoretical models of culture and cultural diversity to an international education provider context and own organisational practices
2 Evaluate cultural features of selected	2.1 Describe significant events that have shaped the identity of selected countries

ELEMENT	PERFORMANCE CRITERIA
countries relevant to the business of education	2.2 Research and profile key characteristics of education and training systems in selected countries 2.3 Analyse and describe broad cultural differences in learning behaviour in selected countries 2.4 Research and evaluate teaching styles, educational practices, and delivery and assessment methods, in selected countries 2.5 Compare and contrast distinguishing features of business practices in selected countries
3 Develop cross cultural awareness strategies, and communication and negotiation skills in an international education setting	3.1 Identify and communicate ways in which cultural norms in the workplace operate to regulate, repress, tolerate and celebrate diversity 3.2 Evaluate potential impact of improved cross-cultural awareness on personal, educational and commercial interactions 3.3 Apply formal and informal coaching and training strategies to improve organisational cross-cultural communication practices and strategies 3.4 Determine appropriate criteria and strategies to evaluate effectiveness of communication and negotiation in an international education setting

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4	Investigates, analyses and evaluates information from various sources to develop awareness of different cultural models, behaviours and systems
Writing	1.1-1.3, 2.1-2.5, 3.1-3.4	- Documents research findings using clear and comprehensible language and layout - Prepares factual and informative documentation to suit purpose and audience
Oral Communication	3.1, 3.3	Presents information using language and non-verbal features appropriate to audience
Navigate the	1.3, 3.3, 3.4	Works autonomously making high level decisions to

world of work		achieve and improve organisational goals • Develops and implements strategies to achieve organisational and regulatory requirements
Interact with others	3.1, 3.3	• Develops and implements communications strategies with internal and external persons to build effective working relationships
Get the work done	1.1, 1.2, 2.1-2.5, 3.2-3.4	• Develops plans to manage complex activities with strategic implications • Systematically gathers and analyses all relevant information and evaluates options to inform decisions with the potential to affect organisational outcomes • Use digital systems and tools to complete research

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBDIV803 Develop cross cultural communication and negotiation strategies	BSBDIV701A Develop cross cultural communication and negotiation strategies	Updated to meet Standards for Training Packages Recoded to meet AQF standards	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBDIV803 Develop cross cultural communication and negotiation strategies

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Performance Evidence

Evidence of the ability to:

- apply cross-cultural knowledge and protocols
- effectively communicate with diverse groups and individuals in the work-related environment
- research communication styles and methods, and cultural protocols for use with people from a range of countries
- document cross cultural awareness and communications strategies.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline communication styles and methods, and cultural protocols for use with people from a range of countries
- define culture and cultural diversity based on a number of theoretical models
- identify cultural bias inherent in any conceptual model of culture
- outline implicit and explicit similarities and differences within and between countries and cultures
- list important cultural features of selected countries
- describe various personal cultural assumptions shaping expectations and outcomes
- identify sources of assistance for international students and visitors, including location of and access to interpreters
- outline special types of communications for the international education environment.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – diversity field of work and include access to:

- organisational policies and procedures related to international education practices
- business technology
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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