



Australian Government

Department of Education, Employment and Workplace Relations

BSBDIV701A Develop cross cultural communication and negotiation strategies

Revision Number: 1

BSBDIV701A Develop cross cultural communication and negotiation strategies

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to apply effective cross cultural communication and negotiation skills, and to develop these skills in others, in international education business contexts. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
------------------------	--

Application of the Unit

Application of the unit	This unit applies to administrators with managerial responsibility who need to apply sound cross cultural communication and negotiation strategies in their business practice and to develop these skills in others. They will be managing 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). These organisations could be onshore or offshore and could be public or private.
--------------------------------	--

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
-----------------------------	--

Elements and Performance Criteria Pre-Content

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.
---	--

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse own organisation's international education practices using theoretical models of culture	1.1. Define the key elements of <i>culture</i> and <i>cultural diversity</i> from a range of perspectives 1.2. Investigate and analyse interaction between these key elements 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 countries relevant to the business of education	2.1. Describe <i>significant events</i> that have shaped the identity of selected countries 2.2. Research and profile <i>key characteristics of education and training systems</i> in selected countries 2.3. Analyse and describe broad <i>cultural differences in learning behaviour</i> 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 <i>business practices</i> 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 <i>cultural norms in the workplace</i> 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

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to interact and negotiate in a range of cross-cultural contexts in relation to the business of international education; to interact appropriately with students, co-workers, partners and other stakeholders
- initiative and enterprise skills to take account of cultural contexts, similarities and differences in cross-cultural communication
- learning skills to identify and apply multiple perspectives and interpretations, and appropriate protocols and language
- literacy skills to research academic theories of culture and to present them in plain English
- problem-solving skills to negotiate in difficult and complex situations
- teamwork skills to work effectively with groups and teams
- technology skills to research online and to use libraries for gaining knowledge and information about culture.

Required knowledge

- communication styles and methods, and cultural protocols for use with people from a range of countries
- definitions of culture and cultural diversity based on a number of theoretical models
- identification of cultural bias inherent in any conceptual model of culture
- implicit and explicit similarities and differences within and between countries and cultures
- important cultural features of selected countries
- occupational health and safety protocols for interactions with people at work, particularly duty of care requirements
- personal cultural assumptions shaping expectations and outcomes
- sources of assistance for international students and visitors, including location of and access to interpreters
- special types of communications for the international education environment.

Evidence Guide

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 following is essential:

- applying cross-cultural knowledge and protocols
- effectively communicating with diverse groups and individuals in the work-related environment
- knowledge of communication styles and methods, and cultural protocols for use with people from a range of countries.

Context of and specific resources for assessment

Assessment must ensure:

- activities are related to an international education context
- access to education-related workplace context in which cross-cultural communication and negotiation are required.

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 questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- performance in researching issues in international education
- evaluation of supervisor's reports on how the candidate applies knowledge of culture and cultural diversity
- analysis of projects, responses to problem-based case studies/related task, completed records and reports developed by the candidate
- review of analysis of interaction between the key elements of culture and cultural diversity
- review of evaluation of teaching styles, educational practices, and delivery and assessment methods in selected countries
- evaluation of formal and informal coaching and training strategies applied to improve organisational

EVIDENCE GUIDE	
	cross-cultural communication practices and strategies • oral or written questioning to assess knowledge of personal cultural assumptions shaping expectations and outcomes.
Guidance information for assessment	• Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • with other units in the qualification in which this unit is packaged.

Range Statement

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.

<i>Culture</i> is:	'...the set of distinctive spiritual, material, intellectual and emotional features of society or a social group ... it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs ... culture is at the heart of contemporary debates about identity, social cohesion, and the development of a knowledge-based economy.' (UNESCO Universal Declaration on Cultural Diversity 2002)
<i>Cultural diversity</i> is:	'...the uniqueness and plurality of the identities of the groups and societies making up humankind.' (UNESCO Universal Declaration on Cultural Diversity 2002)
<i>Significant events</i> may include:	- cultural - economic - historical - physical and geographic - political - religious
<i>Key characteristics of education and training systems</i> may include:	- changes and trends - cultural, religious and secular influences - participation profile and levels - statistics on: - enrolments - numbers of years in education (primary, secondary, vocational education and training, higher education) - private and public sector educational expenditure
<i>Cultural differences in learning behaviour</i> may include:	- academic communication: - differences in tentativeness and politeness, confidence and assertiveness - gender differences and acceptance

RANGE STATEMENT	
	• value given to, and conventions for, questioning of knowledge • ways of arguing (linear and direct, non-linear and indirect) • learning styles: • autonomous and self directed learning • collaborative and individual • cooperation and competition • concepts of learning and knowledge • pedagogical models and practices • peer roles and relationships • student-teacher roles and power relationships • what is valued in learning process: • acceptance of original contributions and concepts of plagiarism • attitudes to critical analysis • extending or conserving knowledge • transforming and creating new knowledge
<i>Business practices</i> may include:	• acceptability of conflict and mechanisms for conflict resolution • communication channels and modes • industrial relations • legal and ethical practices • maintaining 'face' • negotiations • protocols • relationships
<i>Cultural norms in the workplace</i> may include:	• communication practices • levels of formality • pedagogical practices • roles and relationships

Unit Sector(s)

Unit sector	
--------------------	--

Competency field

Competency field	Workforce Development - Diversity
------------------	-----------------------------------

Co-requisite units

Co-requisite units		