



**Australian Government**

# **BSBDIV301A Work effectively with diversity**

**Release 2**

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### Modification History

Release	Comments
Release 2	New release of this unit with <i>BSB07 Business Services Training Package version 8.0</i> . <ul style="list-style-type: none"><li>• Deletion of bullet point in 'Context of and specific resources for assessment'.</li></ul>
Release 1	Initial release.

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to recognise and interact productively with diversity in the workplace. It covers sensitive responses to, and interactions with, all manner of diversity that might be encountered during the course of work.

### Application of the Unit

This unit applies to individuals who work in a variety of contexts, where they will be expected to interact with a diverse client and/or co worker population.

### 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

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

## Elements and Performance Criteria

1. Recognise individual differences and respond appropriately	1.1 Recognise and respect <b><i>individual differences</i></b> in <b><i>colleagues</i></b> , clients and customers 1.2 Respond to differences sensitively 1.3 Ensure behaviour is consistent with <b><i>legislative requirements</i></b> and <b><i>enterprise guidelines</i></b> 1.4 Accommodate diversity using appropriate verbal and non-verbal communication
2. Work effectively with individual differences	2.1 Recognise and document knowledge, skills and experience of others in relation to team objectives 2.2 Encourage colleagues to utilise and share their specific qualities, skills or backgrounds with other team members and clients in order to enhance work outcomes 2.3 Ensure relations with customers and clients demonstrate that diversity is valued by the business

## Required Skills and Knowledge

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

### Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- problem-solving and initiative skills to recognise and address own responses to difference.

### Required knowledge

- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety
- major groups in the community and work environment, as defined by cultural, religious and other traditions and practices
- reasonable adjustments that facilitate participation by people with a disability
- value of diversity to the economy and society in terms of workforce development, Australia's place in the global economy, innovation and social justice.

## 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.*

<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• adjusting language and behaviour as required by interactions with diversity</li> <li>• awareness of diversity issues</li> <li>• knowledge of relevant legislation.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to an actual workplace or simulated environment</li> <li>• examples of diversity issues in the workplace</li> <li>• examples of documents relating to diversity policies and procedures.</li> </ul>
<b>Method of assessment</b>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• analysis of responses to case studies and scenarios</li> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• oral or written questioning to assess knowledge of sourcing support about workplace diversity</li> <li>• review of documentation outlining the knowledge, skills and experience of others in relation to team objectives.</li> </ul>
<b>Guidance information for assessment</b>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• workplace effectiveness units.</li> </ul>

## 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.

<b><i>Individual differences</i></b> may include:	<ul style="list-style-type: none"> <li>• ability</li> <li>• age</li> <li>• belief systems/values</li> <li>• culture</li> <li>• expertise/experience/working styles</li> <li>• gender</li> <li>• interests</li> <li>• interpersonal style</li> <li>• language</li> <li>• mental ability</li> <li>• past experiences</li> <li>• physical characteristics</li> <li>• politics</li> <li>• race</li> <li>• religion</li> <li>• sexual orientation</li> <li>• thinking and learning styles.</li> </ul>
<b><i>Colleagues</i></b> may include:	<ul style="list-style-type: none"> <li>• internal customers</li> <li>• junior staff</li> <li>• managers and supervisors</li> <li>• peers</li> <li>• stakeholders.</li> </ul>
<b><i>Legislative requirements</i></b> may include:	<ul style="list-style-type: none"> <li>• disability discrimination legislation</li> <li>• human rights and equal opportunity legislation</li> <li>• racial and sex discrimination legislation.</li> </ul>
<b><i>Enterprise guidelines</i></b> may include:	<ul style="list-style-type: none"> <li>• codes of conduct or ethics</li> <li>• diversity policies</li> <li>• human resources policies and procedures.</li> </ul>

## Unit Sector(s)

Not applicable

## **Competency field**

Workforce Development – Diversity

## **Co-requisite units**

Not applicable