

<b>Training Package</b>	Tourism, Hospitality and Events (SIT07)		<b>HSC Requirements and Advice</b>
<b>Unit title</b>	<b>Work in a socially diverse environment</b>		
<b>Unit code</b>	<b>Competency field</b>	<b>Sector</b>	<b>HSC Indicative Hours</b>  <b>10</b>
<b>SITXCOM002A</b>	Communication and Teamwork	Cross-Sector	

<b>Unit descriptor</b>	<p>This unit describes the performance outcomes, skills and knowledge required to be culturally aware when serving customers and working with colleagues from diverse backgrounds. It requires the ability to communicate with people of different social and cultural backgrounds with respect and sensitivity and address cross-cultural misunderstandings.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
<b>Prerequisite units</b>	Nil
<b>Application of the unit</b>	This unit describes a fundamental communication skill for those working within the service industries and applies to the full range of industry sectors and environments. All personnel at all levels would apply this skill, but it does describe a basic operational level of communication of minimal complexity.
<b>Employability skills</b>	The required outcomes described in this unit of competency contain applicable facets of employability skills. The <i>Employability Skills Summary</i> of the qualification in which this unit of competency is packaged will assist in identifying employability skill requirements.

### 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 this Training Package.

<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<b>Context of and specific resources for assessment</b>	<b>Methods of assessment</b>	<b>Assessing employability skills</b>
<p>Evidence of the following is <b>essential</b>:</p> <ul style="list-style-type: none"> <li>• social and cultural understanding and sensitivity in responding to different types of customers and colleagues</li> <li>• ability to identify and respond to the cultural context of the workplace</li> <li>• ability to apply knowledge of different cultures and cultural characteristics appropriately when communicating with colleagues and customers</li> <li>• ability to communicate effectively with</li> </ul>	<p>Assessment <b>must</b> ensure:</p> <ul style="list-style-type: none"> <li>• ability to communicate with colleagues and customers in a culturally sensitive manner while undertaking operational activities within a commercially realistic environment</li> <li>• access to EEO and anti-discrimination policies and any plain English information documents produced by government information agencies.</li> </ul>	<p>A range of assessment methods should be used to assess the practical skills and knowledge required to communicate with culturally diverse customers and colleagues. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• observation of the candidate interacting with colleagues and customers from diverse cultural and social backgrounds</li> <li>• case studies or projects to consider particular conflict situations arising from</li> </ul>	<p>Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.</p> <p>Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.</p>

Critical aspects for assessment and evidence required to demonstrate competency in this unit cont/d		Methods of assessment cont/d	
<p>customers and colleagues from a broad range of backgrounds and on different operational activities that are relevant to the particular organisation and job role.</p>		<p>diversity and to suggest appropriate means of resolving them</p> <ul style="list-style-type: none"> <li>• questions about cultural values and differences and effective communication and problem-solving techniques</li> <li>• written and oral questioning or interview to test knowledge of EEO and anti-discrimination legislative issues and workplace policies</li> <li>• review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.</li> </ul> <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>• SITXCCS002A Provide quality customer service</li> <li>• SITXCOM001A Work with colleagues and customers</li> <li>• SITXLAN1__A Conduct basic workplace oral communication in a language other than English.</li> </ul>	

<b>Required Skills and Knowledge</b>		<b>HSC Requirements and Advice</b>
This section describes the essential skills and knowledge and their level, required for this unit.		
<p>The following skills <b>must</b> be assessed as part of this unit:</p> <ul style="list-style-type: none"> <li>• literacy skills to read and understand any workplace equal employment opportunity (EEO) and anti discrimination policies and plain English information documents produced by government information agencies</li> <li>• basic communication skills to identify and attempt to resolve misunderstandings which may be due to cross cultural issues.</li> </ul>	<p>The following knowledge <b>must</b> be assessed as part of this unit:</p> <ul style="list-style-type: none"> <li>• principles that underpin cultural awareness</li> <li>• overview of general characteristics and key aspects of the main social and cultural groups in Australian society, including Indigenous and non-Indigenous people, sufficient to aid cross cultural understanding</li> <li>• overview of general characteristics of various international tourist groups appropriate to sector and individual workplace to enable their identification</li> <li>• basic knowledge of types of disability and implications for the workplace</li> <li>• principles and basic knowledge of EEO and anti discrimination legislation as they apply to individual employees, and any associated workplace policies.</li> </ul>	<p><b>Key Terms and Concepts</b></p> <p>Glossary definitions &amp; pages listed</p> <ul style="list-style-type: none"> <li>• Anti-discrimination Page 11,88,activity on p89</li> <li>• colleagues</li> <li>• communication Page 50</li> <li>• cross-cultural misunderstandings Page 92-93</li> <li>• cultural differences/diversity Page 41</li> <li>• customers. Page 41</li> </ul>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
1 Communicate with customers and colleagues from diverse backgrounds.	1.1 Value customers and colleagues from different cultural groups and treat them with respect and sensitivity.	The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. <b><i>Bold italicised</i></b> wording in the performance criteria is detailed below.	<p><b>Learning experiences for the HSC must address:</b></p> <p>Types of:</p> <ul style="list-style-type: none"> <li>• customers <b>Page 41</b> <ul style="list-style-type: none"> <li>- internal and external <b>activity page 63</b></li> <li>- new or repeat</li> <li>- with routine or special requests</li> <li>- people from a range of social, cultural and ethnic backgrounds</li> <li>- people with disabilities</li> </ul> </li> <li>• colleagues <b>Chapter 1</b> <ul style="list-style-type: none"> <li>- workmates/team members</li> <li>- supervisors/managers</li> <li>- members of other key departments/sectors</li> <li>- consultants.</li> </ul> </li> </ul> <p>A basic understanding of the concepts of:</p> <ul style="list-style-type: none"> <li>• cultural diversity <b>pages 82-87</b></li> <li>• cultural differences <b>pages 90-91</b></li> <li>• cultural awareness <b>pages 92-101.</b></li> </ul> <p>An understanding of the need for tolerance and respect in the workplace.</p> <p>An understanding of the principles of anti-discrimination and an awareness of the intent of the <i>Anti-Discrimination Act 1977 (NSW)</i>. <b>activity on p89</b></p> <p>An awareness of elements of cultural diversity including: <b>pages 82-105</b></p> <ul style="list-style-type: none"> <li>• interpersonal relations</li> <li>• festivals/celebrations</li> <li>• family structure/obligations</li> <li>• language</li> <li>• religion</li> <li>• customs</li> <li>• food preferences and dietary needs</li> <li>• social values</li> <li>• work ethic</li> <li>• communication</li> <li>• product/service preference.</li> </ul>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>An understanding of how cultural diversity contributes to differing values, beliefs, attitudes and customs.  Pages 90-105</p> <p>Knowledge of the general characteristics of the different cultural groups in Australian society.  Pages 86-87</p> <p>An awareness of cultural expectations of major international tourist markets into Australia including:</p> <ul style="list-style-type: none"> <li>• Asia</li> <li>• Europe</li> <li>• America</li> <li>• United Kingdom</li> <li>• New Zealand.</li> </ul> Pages 94-98+105 <p>Proactive strategies for promoting workplace diversity and accommodating individual differences in the workplace including: pages 90-91, 104</p> <ul style="list-style-type: none"> <li>• staff training</li> <li>• using an individual's difference/skills</li> <li>• using a range of communication media and techniques</li> <li>• promoting cultural celebrations and celebrating differences activity page 105</li> <li>• actively seeking to break down barriers</li> <li>• developing a workplace culture of empathy and tolerance.</li> </ul>
	<p>1.2 Take into consideration <i>cultural differences</i> in all verbal and non verbal communication.</p>	<p><i>Cultural differences</i> may relate to:</p> <ul style="list-style-type: none"> <li>• race</li> <li>• language</li> <li>• special needs</li> <li>• disabilities</li> <li>• family structure</li> <li>• gender</li> <li>• age</li> <li>• sexual preference.</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>An awareness of access and equity principles when communicating with people from diverse backgrounds. Pages 90,91,93&amp; activity page 89</p> <p>Awareness of specific social and cultural groups including: activity page 85</p> <ul style="list-style-type: none"> <li>• Indigenous and non-Indigenous</li> <li>• disability groups.</li> </ul> <p>The importance of respecting individual difference arising from:</p> <ul style="list-style-type: none"> <li>• culture</li> <li>• race</li> </ul>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> <li>• language</li> <li>• special needs/disabilities</li> <li>• gender</li> <li>• age</li> <li>• sexual preference</li> <li>• religious beliefs</li> <li>• customs/traditions.</li> </ul> <p>Activity Page 104 &amp; Page 90-91 The importance of respecting cultural differences and adopting a sensitive approach when dealing with communication in the workplace. Pages 93 &amp; 102-104</p> <p>Effective cross-cultural communication skills including: Pages 92, 93 &amp; chapter 2</p> <ul style="list-style-type: none"> <li>• active listening</li> <li>• questioning techniques</li> <li>• body language</li> <li>• appropriate speech</li> <li>• building rapport</li> <li>• language targeted to audience.</li> </ul> <p>Effective verbal communication including:</p> <ul style="list-style-type: none"> <li>• appropriate language</li> <li>• clear voice</li> <li>• volume</li> <li>• tone</li> <li>• active listening</li> <li>• asking questions or rephrasing to clarify or confirm understanding.</li> </ul> <p>chapter 2</p> <p>Effective communication techniques in relation to nonverbal communication including:</p> <ul style="list-style-type: none"> <li>• body language</li> <li>• personal space.</li> </ul> <p>chapter 2</p>
	<p>1.3 Make <i>attempts to overcome language barriers</i> by communicating through the use of gestures, sign language, or simple words in English or the other person's language.</p>	<p><i>Attempts to overcome language barriers</i> may include:</p> <ul style="list-style-type: none"> <li>• meet, greet and farewell customers</li> <li>• give simple directions</li> <li>• give simple instructions</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Barriers to effective communication including:</p> <ul style="list-style-type: none"> <li>• bias and stereotyping</li> <li>• lack of empathy</li> <li>• negative subtext</li> </ul>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
		<ul style="list-style-type: none"> <li>• answer simple enquiries</li> <li>• prepare for, serve and assist customers</li> <li>• describe goods and services.</li> </ul>	<ul style="list-style-type: none"> <li>• gender issues</li> </ul> <p>individual differences <b>Chapter 2 &amp; Page 102</b></p> <ul style="list-style-type: none"> <li>• inconsistency</li> <li>• emotions</li> <li>• physical barriers, eg noise</li> <li>• inattention</li> <li>• pressure of time.</li> </ul> <p>An awareness of a range of gestures, words and phrases that are:</p> <ul style="list-style-type: none"> <li>• clear</li> <li>• concise</li> <li>• directive</li> <li>• courteous</li> <li>• appropriate</li> </ul> <p>culturally sensitive. <b>Pages 94-98</b></p> <p>A range of gestures, words and phrases that are universally understood. <b>Pages 94-98</b></p> <p>A knowledge of signs and their corresponding diagram that are universally understood including:</p> <ul style="list-style-type: none"> <li>• toilet</li> <li>• first aid</li> <li>• phone</li> <li>• disabled</li> <li>• no smoking.</li> </ul> <p><b>Page 102</b></p>
	<p>1.4 Obtain assistance from colleagues, reference books or <i>outside organisations</i> when required.</p>	<p><i>Outside organisations</i> may include:</p> <ul style="list-style-type: none"> <li>• interpreter services</li> <li>• diplomatic services</li> <li>• local cultural organisations</li> <li>• appropriate government agencies</li> <li>• educational institutions</li> <li>• disability advocacy groups.</li> </ul>	<p>How and when to seek assistance. <b>Page 102</b></p> <p>Appropriate personnel:</p> <ul style="list-style-type: none"> <li>• colleagues</li> <li>• supervisors</li> <li>• department managers.</li> </ul> <p>An awareness of a range of sources of information and support services available to assist in the provision of effective customer service including:</p> <ul style="list-style-type: none"> <li>• internal services <ul style="list-style-type: none"> <li>- specialist staff</li> <li>- staff from diverse backgrounds</li> </ul> </li> <li>• external services &amp; government agencies</li> </ul>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p><b>Learning experiences for the HSC must address:</b></p> <ul style="list-style-type: none"> <li>- interpreter services</li> <li>- diplomatic services</li> <li>- local cultural organisations</li> <li>- educational institutions</li> <li>- disability advocacy groups</li> <li>• reference materials <ul style="list-style-type: none"> <li>- internet</li> <li>- library.</li> </ul> </li> </ul> <p>Chapter 1 &amp; pages 37, 104</p>
2 Address cross cultural misunderstandings.	2.1 Identify issues that may cause conflict or misunderstanding in the workplace.		<p>Recognising potential for conflict through:</p> <ul style="list-style-type: none"> <li>• active listening</li> <li>• observing body language</li> <li>• reading subtext.</li> </ul> <p>Activities Page 91 &amp; 103 Chapter 2</p> <p>An understanding of how the following may contribute to potential conflict:</p> <ul style="list-style-type: none"> <li>• poor customer service</li> <li>• variation in colleagues' work practices/methods</li> <li>• cultural misunderstanding</li> <li>• poor communication</li> <li>• barriers to communication</li> <li>• aggressive behaviour page 143</li> <li>• personal animosity</li> <li>• prejudice and intolerance</li> <li>• misunderstandings regarding roles and responsibilities.</li> </ul>
	2.2 Address difficulties with appropriate people and seek assistance from team leaders or others where required.		<p>An awareness of lines of communication with supervisors and peers within the workplace. page 102</p> <p>An understanding of problem-solving activities including:</p> <ul style="list-style-type: none"> <li>• identifying problem</li> <li>• consider solutions</li> <li>• action</li> <li>• follow-up.</li> </ul> <p>Chapter 2 and page 104</p>

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			<p><b>Learning experiences for the HSC must address:</b></p> <p>An understanding of conflict resolution techniques, specifically those that:</p> <ul style="list-style-type: none"> <li>• eliminate adversarial contests</li> <li>• manage stress</li> <li>• promote the concept of ‘win-win’</li> <li>• allow for solutions that meet all parties’ needs</li> <li>• follow due process – listen, acknowledge, respond, report and follow-up.</li> </ul> <p>Chapter 2 and page 104</p> <p>How and when to seek assistance for issues that cannot be resolved effectively.</p>
	<p>2.3 Consider <i>possible cultural differences</i> when difficulties or misunderstandings occur.</p>	<p><i>Possible cultural differences</i> and needs may include:</p> <ul style="list-style-type: none"> <li>• language spoken</li> <li>• forms of address</li> <li>• levels of formality or informality</li> <li>• varied cultural interpretation of non verbal behaviour</li> <li>• work ethics</li> <li>• personal grooming, including dress and hygiene habits</li> <li>• family and social obligations and status</li> <li>• observance of special religious, feasts or other celebratory days</li> <li>• customs, beliefs and values</li> <li>• product preferences.</li> </ul>	<p>An understanding of the importance of respecting cultural difference and adopting a sensitive approach when dealing with misunderstandings in the workplace.</p> <p>Page 84, 88, 89, 90, 91,102-105</p> <p>Common causes of misunderstanding between different cultural groups including:</p> <ul style="list-style-type: none"> <li>• nonverbal behaviour – understanding and interpretations</li> <li>• religion</li> <li>• customs, beliefs and values</li> <li>• dress and personal grooming</li> <li>• product/service preference</li> <li>• levels of formality</li> </ul> <p>family obligations.</p> <p>Page 102,Activity Page 103, Pages 94 - 98</p>
	<p>2.4 Make efforts to resolve misunderstandings, taking account of cultural considerations.</p>		<p>Page 104</p> <p>An awareness of a range of strategies to deal with cross-cultural misunderstandings in the workplace including:</p> <ul style="list-style-type: none"> <li>• workplace/organisation <ul style="list-style-type: none"> <li>- staff training</li> <li>- using staff cultural skills</li> <li>- written communication and signs in various</li> </ul> </li> </ul>

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			languages <ul style="list-style-type: none"> <li>- promoting cultural celebrations</li> <li>- flexibility</li> <li>- variety in communication methods</li> <li>- knowledge of location of cultural buildings and support agencies</li> </ul>
	2.5 Refer problems and unresolved issues to the appropriate team leader or supervisor for follow-up.		<ul style="list-style-type: none"> <li>• individual               <ul style="list-style-type: none"> <li>- learn basic terms in another language</li> <li>- develop an understanding and tolerance of cultural diversity</li> <li>- overcome prejudice and assumption</li> <li>- use nonverbal communication skills</li> <li>- actively seek to break down barriers</li> <li>- professionalism.</li> </ul> </li> </ul> <p>Establishing good customer service practices including:</p> <ul style="list-style-type: none"> <li>• tolerance of people’s differing beliefs and values</li> <li>• prompt response to resolve misunderstandings</li> <li>• efficient communication in language that is understood by all parties</li> <li>• friendly and courteous manner</li> <li>• appropriate gestures and body language.</li> </ul> <p>Pages 90, 91, 92, 93,</p> <p><b>Learning experiences for the HSC must address:</b></p> <p>An understanding of the importance of reporting difficulties associated with cross-cultural misunderstandings to the following personnel:</p> <ul style="list-style-type: none"> <li>• human resources officers</li> <li>• supervisor/team leader</li> <li>• department managers. Page 102</li> </ul>