

Training Package	Hospitality (THH02)	HSC Requirements and Advice
Title:	Work in a socially diverse environment	
Unit Code	Unit Descriptor:	HSC Indicative Hours:
THHCOR02B	This unit deals with the cultural awareness that is required by all people working in the tourism and hospitality industries. It includes the cultural awareness required for serving customers and working with colleagues from diverse backgrounds.	5

Essential Knowledge and Skills to be Assessed	Critical Aspects of Assessment	Context of Assessment and Resource Implications	Assessment Methods	HSC Requirements and Advice
<p>The following knowledge and skills must be assessed as part of this unit:</p> <ul style="list-style-type: none"> principles that underpin cultural awareness characteristics of the different cultural groups in Australian society basic knowledge of the cultures of Australia's indigenous and non-indigenous peoples identification of various international tourist groups, as appropriate to the sector and individual workplace principles of Equal Employment Opportunity (EEO) and anti-discrimination legislation as they apply to individual employees. 	<p>Evidence of the following is critical:</p> <ul style="list-style-type: none"> cultural understanding and sensitivity in responding to different types of customers ability to identify and respond to the cultural context of the workplace ability to apply knowledge of different cultures and cultural characteristics appropriately to communication with colleagues and customers ability to communicate effectively with customers and colleagues from a broad range of backgrounds as required for the relevant job role. 	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> project or work activities that allow the candidate to demonstrate knowledge and awareness of diversity issues in the workplace. <p>For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.</p>	<p>Assessment methods must be chosen to ensure that candidates are able to respond constructively to issues which arise in a culturally and socially diverse workplace. Methods must include assessment of knowledge as well as assessment of practical skills.</p> <p>The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> observation of the candidate interacting with colleagues and customers from diverse backgrounds case studies or projects to consider particular conflict situations arising from diversity and to suggest appropriate means of dealing with them questions about effective communication, problem-solving techniques and cultural values and differences review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. 	<p>Key Terms and Concepts</p> <ul style="list-style-type: none"> anti-discrimination <i>Anti-discrimination Act 1977</i> (NSW) barriers to communication beliefs cultural awareness principles cultural diversity cultural groups cultural similarities and differences cultural sensitivity cultural values and mores customs effective communication empathy <i>Equal Employment Opportunity (Commonwealth Authorities) Act 1987</i> (Cth) (EEO) ethnocentrism gestures internal and external customers <i>Racial Discrimination Act 1975</i> (Cth) stereotyping support services tolerance
		<p>Linkages with Other Units</p> <p>This unit must be assessed with or after the following unit. These units describe skills and knowledge that are essential to this unit of competence. Continued training and assessment in this unit is recommended:</p> <ul style="list-style-type: none"> THHCOR01B Work with colleagues and customers. <p>This unit also has linkages to the following units and combined training and assessment is recommended:</p> <ul style="list-style-type: none"> THHGCS02B Promote products and services to customers THHGCS03B Deal with conflict THTLANO101A Conduct basic workplace oral communications in a language other than English, and other Language Other than English units 		

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<p>1 Communicate with customers and colleagues from diverse backgrounds</p>	<p>1.1 Value customers and colleagues from different cultural groups and treat them with respect and sensitivity.</p>	<p>This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.</p> <p>Cultural differences may arise from:</p> <ul style="list-style-type: none"> • race • language • special needs • disabilities • family structure • gender • age • sexual preference. 	<p>Learning experiences for the HSC must address:</p> <p>An appreciation of how cultural diversity contributes to differing values, beliefs, attitudes and customs.</p> <p>An understanding of:</p> <ul style="list-style-type: none"> • the significance of cultural values and mores • cultural diversity in the Australian population • cultural diversity of local and international customers. <p>Knowledge of cultural expectations of major international tourist markets into Australia including:</p> <ul style="list-style-type: none"> • Asia • Japan • Korea • Europe • America • United Kingdom • New Zealand. <p>Elements of cultural diversity including:</p> <ul style="list-style-type: none"> • interpersonal relations • festivals/celebrations • language • food preferences and dietary needs • religion • customs • different work ethic • communication. <p>Knowledge of religions including:</p> <ul style="list-style-type: none"> • Islam • Hinduism • Sikhism • Buddhism • Judaism • Christianity. <p>An understanding of the need for tolerance and respect within the workplace.</p>

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	1.2 Take into consideration cultural differences in all verbal and non-verbal communication.	Attempts to overcome language barriers may be made in order to: <ul style="list-style-type: none"> • meet and greet/farewell customers • give simple directions • give simple instructions • answer simple enquiries • prepare for, serve and assist customers • describe goods and services. 	<p>Learning experiences for the HSC must address:</p> <p>Effective cross-cultural communication skills including:</p> <ul style="list-style-type: none"> • active listening • questioning techniques • body language • language targeted to audience. <p>The importance of communicating in language that is:</p> <ul style="list-style-type: none"> • clear • concise • directive • purposeful • courteous • culturally sensitive. <p>An understanding of tone, body language and subtext.</p>
	1.3 Communicate through the use of gestures or simple words in the other person's language, where language barriers exist.		<p>Learning experiences for the HSC must address:</p> <p>A range of gestures, words and phrases that are:</p> <ul style="list-style-type: none"> • clear • concise • directive • courteous • culturally sensitive. <p>Signs with corresponding diagram including:</p> <ul style="list-style-type: none"> • toilet, first aid, phone, disabled and no smoking. <p>Gestures that are universally understood including:</p> <ul style="list-style-type: none"> • applause, stop and bill please. <p>Barriers to communication:</p> <ul style="list-style-type: none"> • negative subtext • ethnocentrism • bias and stereotyping • lack of empathy • gender issues.
	1.4 Obtain assistance from colleagues, reference books or outside organisations when required.	Outside organisations may include: <ul style="list-style-type: none"> • interpreter services • diplomatic services • local cultural organisations • appropriate government agencies • educational institutions. 	<p>Learning experiences for the HSC must address:</p> <p>The range of sources of information and support services available within the community to assist with the provision of effective customer service including:</p> <ul style="list-style-type: none"> • internal services including specialist staff • external services including government authorities

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			<p>for interpreter services and local cultural organisation.</p> <p>Sources of information including:</p> <ul style="list-style-type: none"> • media • libraries • the internet • unions • personal experience or observation • industry journals • seminars and training courses.
<p>2 Deal with cross cultural misunderstandings</p>	<p>2.1 Identify issues that may cause conflict or misunderstanding in the workplace.</p>	<p>Possible cultural differences may include those arising from:</p> <ul style="list-style-type: none"> • language spoken • forms of address • levels of formality/informality • non-verbal behaviour, understandings and interpretations • work ethics • personal grooming • dress • family and social obligations and status • observance of special religious, feast or other celebratory days • customs, beliefs and values • special needs • product preferences. 	<p>Learning experiences for the HSC must address:</p> <p>Issues which may cause conflict or misunderstanding in the workplace including:</p> <ul style="list-style-type: none"> • speaking too quickly/quietly • no visual clues • poor observation • poor communication style • intolerance • prejudice • inadequate language skills • not clarifying or asking questions • inappropriate body language • poor understanding of other cultures. <p>Conflict resolution procedures.</p>
	<p>2.2 Address difficulties with the appropriate people and seek assistance from team leaders or others where required.</p>	<p>Outside organisations may include:</p> <ul style="list-style-type: none"> • interpreter services • diplomatic services • local cultural organisations • appropriate government agencies • educational institutions. 	<p>Learning experiences for the HSC must address:</p> <p>Lines of reporting/communication with supervisors and peers within the workplace.</p> <p>How and when to seek assistance.</p> <p>Team problem-solving activities including:</p> <ul style="list-style-type: none"> • identifying problem • consider solutions • action • follow-up.

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	<p>2.3 Consider possible cultural differences when difficulties or misunderstandings occur.</p>	<p>Cultural differences may arise from:</p> <ul style="list-style-type: none"> • race • language • special needs • disabilities • family structure • gender • age • sexual preference. <p>Possible cultural differences may include those arising from:</p> <ul style="list-style-type: none"> • language spoken • forms of address • levels of formality/informality • non-verbal behaviour, understandings and interpretations • work ethics • personal grooming • dress • family and social obligations and status • observance of special religious, feast or other celebratory days • customs, beliefs and values • special needs • product preferences. 	<p>Learning experiences for the HSC must address:</p> <p>The importance of respecting cultural difference and adopting a sensitive approach when dealing with misunderstandings in the workplace.</p> <p>Cultural differences arising from:</p> <ul style="list-style-type: none"> • race • language • family structure • gender • age. <p>Common causes of misunderstanding between different cultural groups including:</p> <ul style="list-style-type: none"> • non-verbal behaviour, understanding and interpretations • family and social obligations and status • religion • customs, beliefs and values • dress. <p>The principles of equal employment opportunity (EEO) and anti-discrimination legislation as it applies to employees:</p> <ul style="list-style-type: none"> • <i>Equal Employment Opportunity (Commonwealth Authorities) Act 1987 (Cth)</i> • <i>Anti-discrimination Act 1977 (NSW)</i> • <i>Racial Discrimination Act 1975 (Cth).</i> <p>Reciprocal rights and responsibilities of employers/employees in relation to EEO and anti-discrimination.</p>
	<p>2.4 Make efforts to resolve misunderstandings, taking account of cultural considerations.</p>		<p>Learning experiences for the HSC must address:</p> <p>Establishing good customer service practices including:</p> <ul style="list-style-type: none"> • tolerance of peoples' differing beliefs and values • prompt response to resolve misunderstandings • efficient communication in language that is understood by all parties • friendly and courteous manner • positive gestures and body language. <p>Organisational strategies including:</p> <ul style="list-style-type: none"> • staff training • utilising staff cultural skills

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			<ul style="list-style-type: none"> written communication and signs in different languages promoting cultural celebrations flexibility variety in communication methods knowledge of location of cultural buildings and support agencies. <p>Individual strategies including:</p> <ul style="list-style-type: none"> learning basics of another language developing an understanding and tolerance of cultural diversity overcoming prejudice and assumptions utilising non-verbal communication skills actively seeking to breakdown barriers the importance of professionalism.
	2.5 Refer issues and problems to the appropriate team leader/supervisor for follow up.		<p>Learning experiences for the HSC must address:</p> <p>Reasons for reporting difficulties associated with cross-cultural misunderstandings to the following personnel:</p> <ul style="list-style-type: none"> human resources officers supervisors department managers.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies	Level	Examples
Collecting, Organising and Analysing Information	1	Identifying different cultural beliefs and values
Communicating Ideas and Information	2	Explaining how to do something to a colleague or customer from another language or cultural background
Planning and Organising Activities	1	Considering ways to deal with cultural conflicts or problems, or to improve workplace communication
Working with Others and in Teams	2	Working co-operatively with other members of the work team, including those from diverse backgrounds
Using Mathematical Ideas and Techniques	-	-
Solving Problems	2	Dealing with problems such as communication breakdowns and misunderstandings
Using Technology	-	-