## Title:
Work in a socially diverse environment

### Unit Code
THHCOR02B

### Unit Descriptor:
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.

### Essential Knowledge and Skills to be Assessed
- 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.

### Critical Aspects of Assessment
Evidence of the following is critical:
- 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.

### Context of Assessment and Resource Implications
Assessment must ensure:
- Project or work activities that allow the candidate to demonstrate knowledge and awareness of diversity issues in the workplace.

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.

The following examples are appropriate for this unit:
- 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.

### Linkages with Other Units
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:
- THHGOR01B Work with colleagues and customers.

This unit also has linkages to the following units and combined training and assessment is recommended:
- 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

### Assessment Methods
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.

### Key Terms and Concepts
- Anti-discrimination
- Anti-discrimination Act 1977 (NSW)
- Barriers to communication
- Beliefs
- Cultural awareness
- Cultural diversity
- Cultural groups
- Cultural similarities and differences
- Cultural sensitivity
- Cultural values and mores
- Customs
- Effective communication
- Empathy
- Equal Employment Opportunity (Commonwealth Authorities) Act 1987 (Cth) (EEO)
- Ethnocentrism
- Gestures
- Internal and external customers
- Racial Discrimination Act 1975 (Cth)
- Stereotyping
- Support services
- Tolerance
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
<th>Range Statement</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communicate with customers and colleagues from diverse backgrounds</td>
<td>1.1 Value customers and colleagues from different cultural groups and treat them with respect and sensitivity.</td>
<td>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. Cultural differences may arise from: • race • language • special needs • disabilities • family structure • gender • age • sexual preference.</td>
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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:  
- meet and greet/farewell customers  
- give simple directions  
- give simple instructions  
- answer simple enquiries  
- prepare for, serve and assist customers  
- describe goods and services. | **Learning experiences for the HSC must address:**  
Effective cross-cultural communication skills including:  
- active listening  
- questioning techniques  
- body language  
- language targeted to audience.  
The importance of communicating in language that is:  
- clear  
- concise  
- directive  
- purposeful  
- courteous  
- culturally sensitive.  
An understanding of tone, body language and subtext. |
| 1.3     | Communicate through the use of gestures or simple words in the other person’s language, where language barriers exist. | Outside organisations may include:  
- interpreter services  
- diplomatic services  
- local cultural organisations  
- appropriate government agencies  
- educational institutions. | **Learning experiences for the HSC must address:**  
A range of gestures, words and phrases that are:  
- clear  
- concise  
- directive  
- courteous  
- culturally sensitive.  
Signs with corresponding diagram including:  
- toilet, first aid, phone, disabled and no smoking.  
Gestures that are universally understood including:  
- applause, stop and bill please.  
Barriers to communication:  
- negative subtext  
- ethnocentrism  
- bias and stereotyping  
- lack of empathy  
- gender issues. |
| 1.4     | Obtain assistance from colleagues, reference books or outside organisations when required. |  | **Learning experiences for the HSC must address:**  
The range of sources of information and support services available within the community to assist with the provision of effective customer service including:  
- internal services including specialist staff  
- external services including government authorities |
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| 2 2.1   | Identify issues that may cause conflict or misunderstanding in the workplace. | Possible cultural differences may include those arising from:  
- 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. | Learning experiences for the HSC must address:  
Issues which may cause conflict or misunderstanding in the workplace including:  
- 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.  
Conflict resolution procedures. |
| 2.2     | Address difficulties with the appropriate people and seek assistance from team leaders or others where required. | Outside organisations may include:  
- interpreter services  
- diplomatic services  
- local cultural organisations  
- appropriate government agencies  
- educational institutions. | Learning experiences for the HSC must address:  
Lines of reporting/communication with supervisors and peers within the workplace.  
How and when to seek assistance.  
Team problem-solving activities including:  
- identifying problem  
- consider solutions  
- action  
- follow-up. |
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| 2.3     | Consider possible cultural differences when difficulties or misunderstandings occur. | Cultural differences may arise from:  
- race  
- language  
- special needs  
- disabilities  
- family structure  
- gender  
- age  
- sexual preference.  
Possible cultural differences may include those arising from:  
- 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. | Learning experiences for the HSC must address:  
The importance of respecting cultural difference and adopting a sensitive approach when dealing with misunderstandings in the workplace.  
Cultural differences arising from:  
- race  
- language  
- family structure  
- gender  
- age.  
Common causes of misunderstanding between different cultural groups including:  
- non-verbal behaviour, understanding and interpretations  
- family and social obligations and status  
- religion  
- customs, beliefs and values  
- dress.  
The principles of equal employment opportunity (EEO) and anti-discrimination legislation as it applies to employees:  
- *Anti-discrimination Act 1977* (NSW)  
Reciprocal rights and responsibilities of employers/employees in relation to EEO and anti-discrimination. |
| 2.4     | Make efforts to resolve misunderstandings, taking account of cultural considerations. | Establishing good customer service practices including:  
- 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.  
Organisational strategies including:  
- staff training  
- utilising staff cultural skills | Learning experiences for the HSC must address:  
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- prompt response to resolve misunderstandings  
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<td>2.5</td>
<td>Refer issues and problems to the appropriate team leader/supervisor for follow up.</td>
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<td>• written communication and signs in different languages</td>
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<td>• promoting cultural celebrations</td>
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<td>• flexibility</td>
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<td>• variety in communication methods</td>
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<td>• knowledge of location of cultural buildings and support agencies.</td>
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<td>Individual strategies including:</td>
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<td>• learning basics of another language</td>
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<td>• developing an understanding and tolerance of cultural diversity</td>
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<td>• overcoming prejudice and assumptions</td>
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<td>• utilising non-verbal communication skills</td>
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<td>• actively seeking to breakdown barriers</td>
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<td>• the importance of professionalism.</td>
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**Learning experiences for the HSC must address:**

Reasons for reporting difficulties associated with cross-cultural misunderstandings to the following personnel:

- 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.

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