# Competency Standard

| UNIT TITLE: MANAGE WORKPLACE DIVERSITY | NOMINAL HOURS: 70 |
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**UNIT NUMBER:** D1.HML.CL10.11    D1.HRM.CL9.02    D2.TRM.CL9.13

**UNIT DESCRIPTOR:** This unit deals with the skills and knowledge required to manage workplace diversity in a range of settings within the in the hotel industries workplace context

| ELEMENTS AND PERFORMANCE CRITERIA | UNIT VARIABLE AND ASSESSMENT GUIDE |
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| **Element 1: Encourage respect for diversity in the workplace**<br><br>**1.1** Role model individual behaviour that demonstrates *respect for diversity*<br><br>**1.2** Create a climate where *group identities* do not inhibit employee ability to contribute to organisational goals or achieve personal career goals<br><br>**1.3** Use *merit-based policies* for recruitment, selection and promotion<br><br>**1.4** Plan, develop and implement *work practices* that show respect for workplace diversity<br><br>**1.5** Assist and coach colleagues to *embrace diversity* in relation to both colleagues and customers<br><br>**Element 2: Use diversity as an asset**<br><br>**2.1** Recognise the skills of a diverse workforce and use diversity to enhance enterprise performance | **Unit Variables**<br><br>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.<br><br>This unit applies to managing workplace diversity within the labour divisions of the hotel and travel industries and may include:<br><br>1. Front Office<br><br>2. Housekeeping<br><br>3. Food and Beverage Service<br><br>4. Food Production<br><br>5. Travel Agencies<br><br>6. Tour Operation<br><br>*Respect for diversity* refers to diversity in its broadest sense and may be related to:<br><br>• Age<br><br>• Class<br><br>• Cultural background |

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| **2.2** Promote the *benefits of productive diversity* to colleagues | • Disabilities |
| | • Educational levels |
| **2.3** Actively canvas, consider and utilise different approaches, perspectives, options and solutions in accordance with the *principles of managing diversity* | • Ethnicity |
| | • Family responsibilities |
| | • Family structure |
| | • Gender |
| **2.4** Identify and minimise language, literacy and numeracy barrier to ensure full participation by all employees in work and development activities | • Language |
| | • Life experience |
| | • Marital status |
| **Element 3: Deal with problems arising from diversity issues** | • Physical and mental ability |
| | • Race |
| **3.1** Recognise workplace *problems* that arise from diversity issues promptly and take action to resolve the situation | • Sexual orientation/preference |
| | • Socio-economic background |
| | • Special needs |
| **3.2** Identify training needs and take appropriate action | • Spiritual practices. |
| | *Group identities* may relate to characteristics by which an individual is recognisable as a member of a group and include: |
| **3.3** Use coaching and mentoring to assist colleagues to work successfully in a diverse environment | • Cultural background |
| | • Gender |
| | • Age |
| | • Sexual preference. |
| | *Merit-based policies* may include: |
| | • Best person for the job |

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| | • Selection criteria linked to job that are non-discriminatory. |
| | *Work practices* may include: |
| | • Acknowledgment of religious and cultural celebrations |
| | • Appropriate allocation of duties to particular staff members |
| | • Culturally appropriate mixing of staff |
| | • Training in culturally appropriate communication |
| | • Consideration of customers with special needs. |
| | *Embrace diversity* may relate to acknowledging, understanding, accepting, valuing, and celebrating differences among people with respect to: |
| | • Age |
| | • Class |
| | • Cultural background |
| | • Disabilities |
| | • Educational levels |
| | • Ethnicity |
| | • Family responsibilities |
| | • Family structure |
| | • Gender |
| | • Language |
| | • Life experience |
| | • Marital status |
| | • Physical and mental ability |
| | • Race |

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| | • Sexual orientation/preference |
| | • Socio-economic background |
| | • Special needs |
| | • Spiritual practices. |
| | *Benefits of productive diversity* may include: |
| | • Employing the best person for the job |
| | • Retention of staff |
| | • Reduced absenteeism |
| | • A multi-lingual workforce |
| | • Workforce that reflects the diversity of the customer base |
| | • Improved cross-cultural communication |
| | • Education of the workforce |
| | • Removal of prejudice |
| | • Different perspectives on problem solving |
| | • Increased trade with other countries/cultures |
| | • More interesting work environments |
| | • Improved quality of service |
| | • Improved relationships with the community |
| | • Wider sources of recruitment. |
| | *Principles of managing diversity* refers to: |
| | • Seeking to understand diversity in all its manifestations |
| | • Promoting and ensuring inclusive practices |
| | • Conducting research on diversity issues |

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| | • Taking prompt action to resolve diversity issues affecting colleagues or customers |
| | • Identifying training needs and options |
| | • Canvassing options for managing diversity |
| | • Avoiding narrow, stereotyped views and broadening individual perspective |
| | • Being flexible and open to using different approaches. |
| | *Problems* may include: |
| | • Direct and indirect discrimination such as discriminatory systems and practices |
| | • Harassment |
| | • Racism |
| | • Under-representation of equity groups |
| | • Employment of equity groups concentrated at lower salary levels |
| | • Barriers preventing equity group members progressing to high salary levels |
| | • Culturally inappropriate workplaces |
| | • Buildings that do not facilitate access to people with a disability |
| | • Management practices that do not allow reasonable adjustments to work processes |
| | • Quality of service delivery to customers from diverse backgrounds |
| | • Inequitable access to workplace training and development. |
| | **Assessment Guide** |
| | The following skills and knowledge must be assessed as part of this unit: |
| | • Knowledge of specific diversity issues which apply to the hotel and travel industry and which contribute to the industries' progress including benefits of productive diversity |
| | • Ability to apply cross-cultural communication skills with reference to the roles of leaders and managers including cross-cultural communication for: conflict resolution; problem solving, negotiation and motivation |

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| | • Knowledge of legal issues that relate to diversity including equal employment opportunity and anti-discrimination |
| | • Ability to identify the need(s) and concerns of others |
| | • Ability to communicate effectively with a range of people from diverse backgrounds relevant to position and role |
| | • Ability to appropriately deal with cross-cultural misunderstandings. |
| | **Linkages To Other Units** |
| | • Work in a socially diverse environment |
| | • Manage and resolve conflict situations |
| | • Monitor workplace operations |
| | • Lead and manage people |
| | • Recruit and select staff. |
| | **Critical Aspects of Assessment** |
| | Evidence of the following is essential: |
| | • Ability to demonstrate use of effective communication skills to build and maintain interpersonal relationships with customers and colleagues from diverse backgrounds |
| | • Ability to demonstrate effective communication with customers and colleagues from diverse backgrounds |
| | • Ability to demonstrate dealing with cross-cultural misunderstandings |
| | • Demonstrate understanding of the role of leaders and managers in encouraging diversity in the hotel and travel industries |
| | • Demonstrate application of cross-cultural communication techniques as they apply to leaders and managers |
| | • Knowledge of specific cultural issues that might apply in a particular hotel and travel industry context |
| | • Consistency of performance across a range of situations that demonstrates knowledge, understanding and skill in implementing the principles and practices of managing diversity. |

| | **Context of Assessment** |
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| | This unit may be assessed on or off the job: |
| | • Assessment should include practical demonstration of the ability to manage workplace diversity either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge |
| | • Assessment must relate to the individual's work area, job role and area of responsibility |
| | • Assessment must include project or work activities that allow the candidate to respond to multiple and varying workplace diversity issues relevant to work area, job role and area of responsibility that allow the candidate to demonstrate knowledge and awareness of diversity issues in the workplace and how to manage such issues. |
| | **Resource Implications** |
| | Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment. |
| | **Assessment Methods** |
| | The following methods may be used to assess competency for this unit: |
| | • Case studies |
| | • Observation of practical candidate performance |
| | • Oral and written questions |
| | • Portfolio evidence |
| | • Problem solving |
| | • Role plays |
| | • Third party reports completed by a supervisor |
| | • Project and assignment work. |

| Key Competencies in this Unit | | |
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| *Level 1 = competence to undertake tasks effectively* | | |
| *Level 2 = competence to manage tasks* | | |
| *Level 3 = competence to use concepts for evaluating* | | |
| **Key Competencies** | **Level** | **Examples** |
| Collecting, organising and analysing information | 1 | Identify different cultural beliefs and values and typical diversity issues |
| Communicating ideas and information | 3 | Communicate the benefits of promoting workplace diversity to work team |
| Planning and organising activities | 2 | Identify ways to improve workplace practices; organise work allocations to meet different cultural needs; make reasonable adjustments to work practices to accommodate the specific needs of a person with a disability |
| Working with others and in teams | 3 | Work cooperatively with team members from diverse backgrounds and build positive team spirit |
| Using mathematical ideas and techniques | 1 | Calculate whether the diversity of the workforce reflects overall diversity in the community |
| Solving problems | 3 | Apply conflict resolution and communication skills to resolve conflict and/or misunderstandings within the work team; develop a diversity plan that identifies diversity issues and problems and methods to overcome them |
| Using technology | 1 | Use the internet to research diversity issues |