

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Manage workplace diversity

SAQA US ID		UNIT STANDARD TITLE	
7881		Manage workplace diversity	
SGB NAME		NSB	PROVIDER NAME
SGB Hospitality, Tourism, Travel, Leisure and Gaming		NSB 11-Services	
FIELD		SUBFIELD	
Services		Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	5
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered	2003-12-03	2006-12-03	SAQA 1351/03

PURPOSE OF THE UNIT STANDARD

The learner must be able to manage workplace diversity in terms of colleagues, staff and customers. This includes all aspects of problem solving, planning, coaching and mentoring. The learner should understand the importance of managing diversity effectively and base performance on this knowledge.

LEARNING ASSUMED TO BE IN PLACE

`Monitor Staff Performance`.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Explain the concept and benefits of diversity.

OUTCOME NOTES

Explain the concept and benefits of diversity and how it is used to enhance work performance in the department/organisation.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Arrange or create an environment in which the learner can be fairly assessed against the outcomes.

ASSESSMENT CRITERION NOTES

- This unit standard should be assessed in the workplace.
- This unit standard can be assessed in isolation.

ASSESSMENT CRITERION 2

2. Evaluate the learner's ability to meet the outcomes consistently.

ASSESSMENT CRITERION NOTES

- This unit standard can be assessed by a combination of testimony, questioning, and discussion with the learner.
- Testimony from staff to cover: Individual behaviour provides a role model for others and demonstrates respect for diversity.
- Testimony supplemented by Questioning to cover assisting colleagues with accepting diversity, recognising skills, promoting benefits.
- Questioning to cover dealing with workplace problems that arise from diversity issues, Coaching and mentoring and planning and work practices.

ASSESSMENT CRITERION RANGE

Diversity: race, language, special needs, disabilities, gender, family structure, age, sexual preference.

ASSESSMENT CRITERION 3

3. Provide specific feedback to the learner on assessments and the learner's ability to meet the outcomes.

ASSESSMENT CRITERION 4

4. Complete the declaration of competence and inform the appropriate ETQA once the learner has demonstrated the ability to meet all the outcomes.

ASSESSMENT CRITERION 5

5. Counsel the learner on future assessments, necessary learning and further qualifications.

SPECIFIC OUTCOME 2

Describe specific diversity issues that apply to colleagues in the relevant industry.

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ASSESSMENT CRITERION 3

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ASSESSMENT CRITERION 4

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ASSESSMENT CRITERION 5

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SPECIFIC OUTCOME 3

Describe specific diversity issues that apply to customers in the organisation.

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SPECIFIC OUTCOME 4

Explain how leaders can encourage cross-cultural communication.

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ASSESSMENT CRITERION 5

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SPECIFIC OUTCOME 5

Use own individual behaviour as a role model for others to demonstrate respect for diversity.

OUTCOME RANGE

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SPECIFIC OUTCOME 6

Assist and coach colleagues in ways of accepting diversity.

OUTCOME NOTES

Assist and coach colleagues in ways of accepting diversity when dealing with other colleagues and customers.

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ASSESSMENT CRITERION 5

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SPECIFIC OUTCOME 7

Recognise and use the skills of a diverse workforce to enhance performance from the department.

ASSESSMENT CRITERIA

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ASSESSMENT CRITERION 5

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SPECIFIC OUTCOME 8

Promote the benefits of a diverse workforce to colleagues.

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ASSESSMENT CRITERION 5

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SPECIFIC OUTCOME 9

Recognise workplace problems that arise from diversity issues.

OUTCOME NOTES

Recognise workplace problems that arise from diversity issues and take appropriate action promptly to resolve the situation.

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SPECIFIC OUTCOME 10

Use coaching and mentoring to assist colleagues to work successfully in a diverse environment.

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SPECIFIC OUTCOME 11

Develop planning and work practices in a manner that shows respect for workplace diversity.

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SPECIFIC OUTCOME 12

Facilitate a study of various cultures within the organisation.

OUTCOME NOTES

Facilitate a study of various cultures within the organisation and use information from this study to develop an action plan to improve culturally related workplace relations.

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UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

1. Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
2. Any institution offering learning that will enable achievement of this unit standard must be registered with the FE/HE Registrar.
3. Any institution wishing to receive skill development grants must be accredited with the relevant ETQA. Such an institution will also be registered with the relevant SETA.
4. Moderation of assessment will be done by the relevant ETQA at its discretion.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

Essential embedded knowledge is dealt with under the outcomes section.

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively with others (this critical cross field outcome is covered in this unit standard under the outcomes section).

UNIT STANDARD CCFO DEMONSTRATING

Be culturally sensitive (this critical cross field outcome is covered in this unit standard under the outcomes section).

UNIT STANDARD NOTES

Recommendations and exemplars for the design of:

Learning/Curriculum

- Learning should include research of specific cross-cultural issues that may arise in the relevant industry with both colleagues and customers.
- The learner should familiarise him/ her self with all the positive aspects of diversity in the workplace so that these ideas can be communicated to colleagues.
- The learner should understand the role of leaders in encouraging effective cross-cultural communication.
- The learner could practice managing diversity through role-plays until the learner has more experience. Case studies could form the basis of this exercise.
- Special emphasis should be placed on understanding diversity in its broadest sense.
- The learners could prepare discussion topics on the different aspects of diversity. These should include race, language, special needs, disabilities, family structure, gender, age and sexual

preference. The topics could be presented to the group and effective ways of managing diversity could be explored and explained.

- A portfolio of evidence could be collected of diversity issues that have been handled by the learner in the workplace. This should be done over a period of time to allow the learner to address ongoing issues as well as gain more experience in this area of management.

Performance systems

- Ongoing measurement of the learner`s ability to meet this standard is recommended.
- A new employee should be able to achieve this unit within 2 months of being trained.

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