



Australian Government

Australian Public Service Commission

Candidate Skills Recognition Booklet

PSP40104 Certificate IV in Government

PSPGOV408A: Value Diversity



**NATIONALLY RECOGNISED
TRAINING**

Candidate Name:
Department/Agency:
Telephone:
Email:

Skills Recognition

This Booklet is designed for the recognition candidate to initially self-assess against each element within the unit of competency. It is, however, recommended that the supervisor is involved in supporting the Candidate through the assessment of their skills.

While this Booklet addresses each of these elements individually, they will be assessed together as a Unit of Competency or in conjunction with a number of Units.

This Booklet:

- ⇒ provides a framework to guide the Candidate in preparing a portfolio of evidence as a basis for recognition under the National Skills Framework for this Unit of Competency
- ⇒ breaks the unit down into its component elements and addresses these in order. While the recognition process itself will be more holistic, the Booklet allows Candidates to address each element either in isolation or in combination with other elements or Units
- ⇒ encourages the Candidate to identify evidence from within the workplace, if possible
- ⇒ contains a range statement that explains some of the terms in *italics* used in the Performance Criteria for each element
- ⇒ provides examples of evidence and optional work based activities
- ⇒ includes a third party report template and a feedback form.

Candidates should familiarise themselves with the information contained in the Candidates Information Guide that can be downloaded from the Australian Public Service Commission's website: <http://www.apsc.gov.au/rto/>

More information about the Unit of Competency contained in this booklet is available from the National Training Information Service. A link to the unit is included on page 3 of this booklet.

Note: Evidence must be gathered over time in a range of contexts to ensure you can achieve the unit outcome and apply the competency in different situations and environments.

This Booklet can be downloaded from the Australian Public Service Commission website <http://www.apsc.gov.au/rto/> and printed for completion by hand or electronic means. If there is insufficient space to record your input, please insert or attach additional pages. A completed copy of this booklet (with appropriate supporting evidence) can be submitted for recognition which can lead to the awarding of a nationally recognised Statement of Attainment or a Qualification from the Australian Public Service Commission.

Introduction

This is a core unit of competency in the PSP40104 Certificate IV in Government and covers promotion of the values of workplace diversity and the contribution it makes to effective work practices.

Being competent in this unit means being able to:

- ✓ *Promote the benefits of diversity*
- ✓ *Contribute to diversity outcomes.*

There are other related competencies in the key area of working in government and management that deal with diversity. If you feel this unit: **Value diversity** is not appropriate to your skill level, please consider one of the Units below as an alternative.

- PSPGOV201B Work in a public sector environment
- PSPGOV308B Work effectively with diversity
- PSPGOV505A Promote diversity

Useful links

Unit of Competency: PSPGOV401A Value diversity

<http://www.ntis.gov.au/Default.aspx?/trainingpackage/PSP04/unit/PSPGOV408A>

The National Training Information Service: <http://www.ntis.gov.au/>

The APSC Registered Training Organisation website: <http://www.apsc.gov.au/rto/>

Relationship to the Integrated Leadership System

This Unit of Competency underpins the following capabilities outlined in the Integrated Leadership System.

APS 6 Supports productive working relationships

- Values individual differences and diversity

For further information

Please consult the Commission's [Candidate Information Guide](#) for additional information on the recognition process and how to initiate formal assessment and recognition by the Australian Public Service Commission.

Information for supervisors

As a supervisor you play an important role in assisting the Candidate to develop their skills. By undertaking this recognition activity, the Candidate will be assessed against competencies developed by Government Skills Australia, the Industry Skills Council with responsibility for the public sector. By having their skills recognised, the Candidate is contributing to the identification of your organisation's intellectual capital.

As every organisation is different, you may be able to assist the Candidate identify the work requirements, work practices and knowledge relevant to your environment.

The Candidate is encouraged to complete the self-assessment checklist and identify appropriate evidence, which is then recorded in the 'supporting evidence list' section. Sample work-based activities have been included in the Booklet for the candidate who is unable to identify sufficient evidence to address each competency and needs to produce further evidence of their skills and knowledge. The sample activities in the Booklet could be modified by the candidate and their supervisor to better suit workplace requirements and needs.

Third party reports

At the end of the booklet is a blank Third Party Report template. In some cases the candidate may require a corroborating statement from a third party. Supervisors, or other third parties, can complete these reports, where appropriate, which Candidates can add to their portfolio of evidence.

On completing their portfolio of evidence, Candidates can submit it to the Australian Public Service Commission for recognition, which can contribute to the awarding of a Diploma of Government.

Benefits for Supervisors

The self assessment process will enable you and your staff to identify current skill levels and assists you in determining if your staff are ready to undertake recognition or whether they may require additional training and/or development. Formal training can be an expensive option, especially if the Candidate can already demonstrate their existing skills and have them recognised.

Additionally, the assistance you provide the Candidate can be used as evidence for recognition of your skills against the *PSPGOV416A Monitor performance and provide feedback* and *PSPGOV510A Undertake and promote career management* units of competency.

Further information

If you have any questions, you can contact the National Recognition Coordinator on 02 6202 3787 or email your query to rto@apsc.gov.au.

Feedback

Finally, a feedback form template is included at the end of this Booklet. As we seek to continuously improve our processes, procedures and resource materials, we would appreciate your feedback as a supervisor. You can use a copy this template to detail your comments. If you provide feedback, consider keeping a copy of your submission as it supports *PSPGOV405B Provide Input to change processes*.

1 Promote the benefits of diversity

This element requires:

- The ***diversity*** of the workgroup is analysed to identify the strengths and differences that benefit both staff and the organisation
- ***Workplace diversity issues, benefits*** and risks are explained to others using language and supporting material suitable to their needs and the situations they are likely to experience
- Diversity training and awareness programs are identified and ***promoted*** to encourage and support others to appreciate the benefits of diversity
- Opportunities for leadership in, and advocacy of, workplace diversity are identified and utilised within own area of responsibility

Text in *italics* is explained in the Range Statement on page 11 of the Booklet.



Self assessment

Answering the following questions will help you assess the level of your current skills and help you identify appropriate evidence for your portfolio.

Ask yourself the following questions and indicate your response accordingly.	Yes	No	?	If you answer Yes , list examples of evidence you can provide
Do I analyse the <i>diversity</i> of the workgroup to identify the strengths and differences that benefit both staff and the organisation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I explain <i>workplace diversity issues, benefits</i> and risks to others using language and supporting material suitable to their needs and the situations they are likely to experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I identify and <i>promote</i> diversity training and awareness programs to encourage and support others to appreciate the benefits of diversity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I ensure opportunities for leadership in, and advocacy of, workplace diversity are identified and utilised within own area of responsibility?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Examples of evidence

The following list may provide guidance in identifying suitable evidence of your knowledge and skills.

- Minutes of meetings where you have supported and promoted diversity or suggested ways of doing so. Explain the circumstances surrounding your suggestion(s) and the outcome.
- Emails/memos you've sent to colleagues alerting them to training and professional development opportunities focusing on diversity issues.
- Copies of work plans you've created or helped to create (be it for your work team or clients) where individual strengths have been utilised to benefit the organisation.
- Copies of flyers/brochures, leaflets you've written supporting diversity.
- Letters or memos you've written to clients or colleagues promoting the organisation's approach to diversity.
- Diary or log book entries that record your efforts to promote diversity either with your colleagues or clients.
- A testimonial from your line manager, workplace access and equity officer or equivalent, describing the actions you've taken to promote the benefits of diversity.
- Letters/emails/records of phone conversations where you have organised guest speakers or seminars on diversity issues.
- Records of one or more discussions with your line manager on ethical issues. Your notes should identify:
 - the issue(s) discussed
 - the workplace policies and procedures relevant to the discussion
 - the reason for the discussion
 - the common understanding reached
 - any changes that resulted from this discussion.



Confirm self-assessment with supervisor

Discuss your self assessment with your supervisor or other support person. If you have answered **Yes** to a question you should be able to identify potential examples of evidence to support this. List details of the evidence that you can enclose in a portfolio to submit with this booklet.

Reference number	Details of documents or other evidence that demonstrates your knowledge, skills and abilities.

If you have answered **No** to any of the above questions, or are unsure, or have been unable to identify sufficient suitable evidence, you could consider whether training, a work based activity or some other form of development would assist you in developing these skills.

The following work-based activity may assist in generating evidence for inclusion above.



Work-based activity: Promote the benefits of diversity

Undertake an analysis of your department or agency published statistics on the diversity of its workforce. Review your analysis and discuss your agency/workgroup's current environment with your team/workgroup. Identify the diversity within your workgroup in consultation with your colleagues/team/workgroup.

It would be useful to discuss this activity with the person responsible for diversity in your workplace or a recognised subject matter expert.



Activity checklist

Using published reports, identify what diversity changes have occurred in your organisation or workplace?	
How does the composition of your workgroup compare to the composition of you organisation as a whole?	
What was your analysis of the diversity of your workgroup?	
With whom did you discuss your findings?	
How did you identify the strengths and differences of this diversity in your workgroup?	
What different skills, knowledge and perceptions do your colleagues bring to the workplace?	
How do these different qualities benefit the workgroup?	
What have you done to support and promote the diversity of your workgroup?	
What are your department or agency's workplace diversity programs?	
How have these programs been linked to your department's corporate goals?	
How have you kept up to date with workplace (and government) policies and procedures relating to diversity?	
How have you applied these policies to your work with clients?	

2 Contribute to diversity outcomes

This element requires:

- Currency is maintained in knowledge of diversity principles and practices that are applied in the workplace
- Others are assisted to access and use **legislation, policy and guidelines** to ensure work practices contribute to diversity benefits
- Development and use of a range of **communication styles** is modelled and fostered to respond to the diversity of the workplace and its clients
- Targeted responses to the needs of the organisation's diverse client group/s are identified and implemented in accordance with organisational policy and procedures
- Feedback on diversity policies, strategies and practices/services is provided to managers in accordance with organisational procedures



Self assessment

Answering the following questions will help you assess the level of your current skills and help you identify appropriate evidence for your portfolio.

Ask yourself the following questions and indicate your response accordingly.	Yes	No	?	If you answer Yes , list examples of evidence you can provide
Do I check that currency is maintained in knowledge of diversity principles and practices that are applied in the workplace?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I assist others to access and use legislation, policy and guidelines to ensure work practices contribute to diversity benefits?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I ensure the development and use of a range of communication styles is modelled and fostered to respond to the diversity of the workplace and its clients?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I target responses to the needs of the organisation's diverse client group/s are identified and implemented in accordance with organisational policy and procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I check feedback on diversity policies, strategies and practices/services provided to managers is in accordance with organisational procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Examples of evidence

The following list may provide guidance in identifying suitable evidence of your knowledge and skills.

- Documentary evidence that you have given feedback to your line manager/supervisor or workgroup about workplace diversity policies, practices or services (e.g. identifying where there were gaps or where practices needed to be upgraded). This can be:
 - a copy of a memo
 - minutes from a meeting
 - a diary entry (providing date, nature of discussion and the person's response)
 - a note from your manager responding to your comment etc.
- A list of workshops/seminars or training programs you've attended on diversity. Include documentary evidence verifying your attendance plus a description of how you have applied these principles in the workplace and the impact they have had.
- Copies of inclusive materials you've written for your clients or colleagues. Describe how you assessed their appropriateness.
- Two testimonials or emails from colleagues acknowledging your assistance in helping them to understand and support inclusive work practices. If necessary, provide a brief explanation of how/why you provided this support.
- A performance appraisal or testimonial from your line manager identifying your contributions to diversity outcomes.




Confirm self-assessment with supervisor

Discuss your self assessment with your supervisor or other support person. If you have answered **Yes** to a question you should be able to identify potential examples of evidence to support this. List details of the evidence that you can enclose in a portfolio to submit with this Booklet.

Reference number	Details of documents or other evidence that demonstrates your knowledge, skills and abilities.

If you have answered **No** to any of the above questions, or are unsure, or have been unable to identify sufficient suitable evidence, you could consider whether training, a work based activity or some other form of development would assist you in developing these skills.

The following work-based activity may assist in generating evidence for inclusion above.

 **Work-based activity:** Contribute to diversity outcomes

The following suggestion for a work-based activity may be of use in demonstrating your ability to meet the competency requirements of this unit.

List and review the workshops/seminars or training programs you've attended on diversity. Use the checklist to describe how you have applied these diversity principles in the workplace and the impact they have had.

Activity checklist

Detail the nature of the workshops/seminars or training programs have you attended on diversity to maintain your knowledge of diversity principles. Include documentary evidence verifying your attendance.	
What discussions have you had with your colleagues or managers about diversity issues and the relevant legislation?	
What discussions have you had in the workplace on the implications of this legislation in your workplace?	
With whom did you have these discussions?	
Where and how has the legislation been used to develop principles, policies procedures and /or codes of conduct) in your department or agency?	
How do/did these policies and procedures guide your workplace behaviour?	
What steps have you taken to assist others in understanding and applying diversity principles?	
How do/did you tailor your communication to ensure it was appropriate to the particular needs of your colleagues and clients?	
How do/did you and your colleagues respond to the needs of your organisation's diverse client groups?	
What strategies have you suggested to contribute to diversity outcomes?	
Whom should you consult about diversity issues if you are unable to resolve?	

Range statement

The following information is taken from the Unit of Competency as outlined in the Public Sector Training Package (PSP04).

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in italics in the Performance Criteria is explained here.

<p><i>Diversity may include</i></p>	<ul style="list-style-type: none"> • age • cultural background • educational level • ethnicity • expertise • family responsibilities • gender • interests • interpersonal approach • language • life experience • marital status • not fitting the dominant paradigm of the organisation • personality • physical ability • political orientation • religious belief • sexual orientation • socio-economic background • thinking/learning styles • work experience • working styles.
<p><i>Workplace diversity issues</i> may include</p>	<ul style="list-style-type: none"> • equal employment opportunity issues such as: <ul style="list-style-type: none"> • direct and indirect discrimination – discriminatory systems and practices • harassment • racism • under-representation of equity groups in the public sector • employment of equity groups concentrated at lower levels in the public sector • women making up more than half of the public sector workforce but disproportionately represented at


	<p>lower salary levels</p> <ul style="list-style-type: none"> • barrier (or glass ceiling) that prevents equity group members progressing to higher salary levels • disproportionate representation of equity group members in non-permanent, casual or contract positions • inappropriate supervisory treatment of equity group members • culturally inappropriate workplaces • enabling access to buildings to people with a disability • making reasonable adjustment to work processes. <ul style="list-style-type: none"> • quality of service delivery to clients from diverse backgrounds • sidelining staff from diverse backgrounds to 'diversity roles' rather than the opportunity to pursue what interests them, or where they add most value • people from recognised diversity groups choosing not to be identified through usual statistical collection methods • workplace systems or practices that don't allow a balance between work and family responsibilities • inequitable access to acting opportunities, workplace training and development • questioning/disregarding the dominant paradigm of the organisation • inappropriate treatment of those who don't fit the dominant paradigm of the organisation • risks associated with diversity not managed • different values: <ul style="list-style-type: none"> • uncertainty avoidance • collectivist/individualist • power/distance • masculine/feminine. • resolving communication issues • developing cultural competence • negotiating commonalities • resolving conflict • negotiating difference.
<p>Benefits of diversity may include</p>	<ul style="list-style-type: none"> • improved client service – internal and external • improved service delivery • promotion of equity and fairness

	<ul style="list-style-type: none"> • improved access for clients from diverse backgrounds to government services and programs • improved relationship with the community • wider sources of recruitment • greater responsiveness to change • cultural enrichment • promotion of creativity • creation of a harmonious and supportive work environment • retention of staff • facilitation of attainment of organisation goals • increased skills and experience added to the workplace • a workforce representative of the client base • a balanced workforce in terms of age, gender, race and culture
<p>Promotion of training and awareness programs may include</p>	<ul style="list-style-type: none"> • word of mouth • memos • emails • flyers • intranet.
<p>Legislation, policy and guidelines may include</p>	<ul style="list-style-type: none"> • Commonwealth and State/Territory legislation addressing diversity issues for example: <ul style="list-style-type: none"> • Racial Discrimination Act 1975 • Sex Discrimination Act 1984 • Disability Discrimination Act 1992 • Workplace Relations Act 1996 • Privacy Act 1988 • Human Rights and Equal Opportunity Commission Act 1984 • Equal Opportunity for Women in the Workplace Act 1999. • public service/public sector management acts • workplace diversity guidelines/program • national and international codes of practice and standards • the organisation's plans, strategies and policies relating to diversity • policies relating to language services • government policy mandating equal employment opportunity and/or workplace diversity requirements, such as: <ul style="list-style-type: none"> • Managing diversity in the Western Australian public sector, August 1995

	<ul style="list-style-type: none"> • Valuing cultural diversity, State of Victoria, 2002. • public sector ethics/values/codes of conduct • public sector management standards (subordinate law) • Commissioner's directions/instructions • community guidelines, policy and practices (such as those within Aboriginal and Torres Strait Islander communities).
<p>Communication styles may include</p>	<ul style="list-style-type: none"> • plain English • language in active rather than passive voice • simple sentence structure even though content may be complex • lack of jargon and acronyms • culturally appropriate body language • oral or written • use of graphics and illustrations • use of colour • reader-friendly layout • effective paragraphing • different languages • interpreting and translating • use of different media eg online.

 **Do you have any questions?**

A list of Frequently Asked Questions is published in the Candidate Information Guide and also available via the Australian Public Service Commission's RTO website.
<http://www.apsc.gov.au/rto/faq.html>

 **Third party report**

Third party reports provide supplementary evidence to support the recognition of your skills. Completed Third Party Reports can be referenced in your booklet and a copy placed in your portfolio of evidence. Copy this form if you require additional Reports. An electronic version in Microsoft Word format can be downloaded from <http://www.apsc.gov.au/rto/downloads.html>.

 **Candidate to complete:**

Dear <insert name of third party>,

In support of my seeking skills recognition I am requesting a third party report for the following Unit of Competency element.

<Candidate to write in element name>

I would appreciate your comments in relation to myself against the above criteria I would appreciate your return of the report to me on completion

Portfolio reference: _____

Candidate Name:.....Signature:.....

 **Third Party to complete:**

It would be appreciated if you could provide comments relating to the above-named Candidate for recognition against the criteria they have selected

Please provide your appraisal on the Candidate in the context of observed performance. Where possible please refer to relevant situations and examples of which you have observed or are aware.

Name:	Signature:
Position:	Date:
Relationship to Candidate: Indicate one (eg supervisor, manager, peer, other)	Duration: for months

If you have any queries about this process, please email the rto@apsc.gov.au
Additional information is available on the Australian Public Service Commission's RTO website:
<http://www.apsc.gov.au/rto/>

Feedback

The Australian Public Service Commission welcomes for comments, feedback and suggestions for improvement.

We hope you have had the opportunity to review this booklet and would especially appreciate your thoughts.

Please forward completed forms to:

National Recognition Coordinator
Level 5, 16 Furzer Street
PHILLIP ACT 2606
Facsimile: 02 6202 3799
Email: rto@apsc.gov.au

Please Note:

If you provide feedback, keep a copy for your evidence portfolio as it supports *PSPGOV405B Provide Input to change processes*.

Please tick / circle your answers

1. I found this Skill Recognition Booklet to be?

Difficult to use 1 2 3 4 5 Easy to use

2. What suggestions do you have to improve this Skills Recognition Booklet?

- 3 Other comments