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| **L5 3** | **Implement strategies for a positive, diversity inclusive, workplace culture** |

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| **Kaupae |** Level | 5 |
| **Whiwhinga |** Credit | 15 |
| **Whāinga |** Purpose | This skill standard is intended for people who work or want to work in leadership positions at an operational level.  This skill standard will provide learners with the knowledge and skills to implement strategies for a positive, diversity inclusive, workplace culture.  This skill standard can be used in a range of qualifications and micro-credentials where there is a requirement of implementing strategies for a positive, diversity inclusive, workplace culture. |

**Hua o te ako me Paearu aromatawai |** Learning outcomes and assessment criteria

| **Hua o te ako |** Learning outcomes | **Paearu aromatawai |** Assessment criteria |
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| 1. Implement strategies for a positive, diversity inclusive, workplace culture. | a. Analyse current workplace culture practices and systems which support and encourage team engagement and workplace diversity. |
| b. Research strategies for implementing positive workplace culture. |
| c. Select and apply strategy to increase practices towards a positive, diversity inclusive workplace culture. |
| d. Review the effectiveness of applying the strategy in terms of how diversity is valued and how this supports an entity. |

**Pārongo aromatawai me te taumata paearu |** Assessment information and grade criteria

*Assessment specifications:*

Activity must relate to leadership, may be a short term or long term, or repeated activity. It could be leading an individual or group, community, or project, and may include thought-leadership, leading an idea or kaupapa.

The *activity* should be to support an entity such as performance, retention, wellbeing.

This skill standard may be assessed in a role where leadership is demonstrated, when appropriate situations arise, or in a training environment if simulated conditions are able to be provided that reflect the standards of a workplace and/or leadership context.

Evidence of assessment must reflect any applicable workplace policies and procedures such as standard operating procedures, safety procedures, equipment operating procedures, codes of practice, quality management practices and standards, procedures to comply with legislative and local body requirements.

Assessment materials should allow for learner, regional, cultural, or community contexts.   
For example, a learner may wish to be assessed in a context that includes te ao Māori perspectives such as mātauranga, and tikanga specific to them.

The task or activity may relate to Te Tiriti o Waitangi. For guidance on Te Tiriti o Waitangi, please see [programme guidance documents](https://ringahora.nz/qualifications-and-assurance/programme-endorsement/programme-guidance-documents-for-providers-developing-programmes/).

*Definitions*

*Assessment materials* refer to the assessment activities, judgement statements, learner evidence, model answers, and any other material that supports assessment to this standard.

An *entity* can be an organisation, or a commercial or other enterprise, not necessarily for profit, a community organisation, and can be a discretely managed business unit within a larger organisation.

*Diversity* refers to differences between colleagues such as age, gender, ethnicity, religion, disability, sexual orientation or identification, neurodiversity, education, and national origin.

*Strategy* refers any action or activity designed to establish and maintain positive, diversity inclusive, workplace culture.

***Ngā momo whiwhinga |*** *Grades available*

Achieved

**Ihirangi waitohu |** Indicative content

Practices and approaches

* organisational practice
* cultural practices
* tikanga
* manaakitanga.

Strategies

* organisational
* processes such as planning, communicating, monitoring, making adjustments
* frameworks such as Tapasā, Tātaiako
* diversity and inclusion frameworks.

Review on the effectiveness of the strategy and how well diversity is valued

* surveys
* increased team engagement and participation
* focus groups
* interviews
* behaviour
* pulse check.

**Rauemi |** Resources

* Emplysure - [Understanding Workplace Diversity and its Benefits](https://employsure.co.nz/blog/understanding-workplace-diversity-and-its-benefits)
* Groundwork.org.nz - [Te Tiriti articles in practice](https://groundwork.org.nz/resources/te-tiriti-articles-in-practice/)
* Te Ara – [Principles of The Treaty of Waitangi](https://teara.govt.nz/en/principles-of-the-treaty-of-waitangi-nga-matapono-o-te-tiriti-o-waitangi/page-1)
* Jeff Evans ( 2021) *Reawakened- Traditional navigators of Te Moana-nui-a-Kiwa. Massey University Press.*
* *Ministry of Education.* [*Tapasā. Cultural competencies framework for teachers of Pacific learners*](https://teachingcouncil.nz/assets/Files/Tapasa/Tapasa-Cultural-Competencies-Framework-for-Teachers-of-Pacific-Learners-2019.pdf)
* *Te Tāhuhu O Te Mātauranga | Ministry of Education. Education Council New Zealand | Mataū Aotearoa.* [*Tātaiako – Cultural Competencies for teachers of Māori learners.*](https://teachingcouncil.nz/assets/Files/Code-and-Standards/Tataiako-cultural-competencies-for-teachers-of-Maori-learners.pdf)
* Diversity Works New Zealand – [Aotearoa Inclusivity Matrix and Assessment Tool](https://mynetwork.diversityworksnz.org.nz/resources/aotearoa-inclusivity-matrix/aim-framework-and-assessment-tools)
* Diversity Works New Zealand– [Template: Diversity and Inclusion strategy](https://diversityworksnz.org.nz/media/3534/dwnz_diversity-and-inclusion-strategy.pdf)
* Diversity Works New Zealand – [Policy Template – Workplace Diversity and Inclusion Policy](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fdiversityworksnz.org.nz%2Fmedia%2F3977%2Fworkplace-diversity-and-inclusion-policy.docx&wdOrigin=BROWSELINK)
* Diversity Works New Zealand –[Getting Started: Leadership](https://diversityworksnz.org.nz/media/5499/diversity-resource_gs_leadership_guide_a4.pdf)
* Te Kawa Mataaho | The Public Service – [Glossary- Diversity and Inclusion](https://www.publicservice.govt.nz/guidance/glossary/diversity-and-inclusion)

**Pārongo Whakaū Kounga |** Quality assurance information

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| **Ngā rōpū whakatau-paerewa |** Standard Setting Body | Ringa Hora Services Workforce Development Council |
| **Whakaritenga Rārangi Paetae Aromatawai |** DASS classification | Business> Business Operations and Development > People Development and Coordination |
| **Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga |** CMR | 0112 |

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| **Hātepe |** Process | **Putanga |** Version | **Rā whakaputa |** ReviewDate | **Rā whakamutunga mō te aromatawai |** Last date for assessment |
| **Rēhitatanga |** Registration | 1 | [dd mm yyyy] | [dd mm yyyy] |
| **Kōrero whakakapinga |** Replacement information | <type here> | | |
| **Rā arotake |** Planned review date | [dd mm yyyy] | | |

Please contact Ringa Hora Services Workforce Development Council at [Qualifications@ringahora.nz](mailto:Qualifications@ringahora.nz) to suggest changes to the content of this skill standard.