

CFAIWS5

Manage delivery of a service to people from different countries or diverse cultures



Overview

This unit is for anybody from any country or culture who is managing service delivery to people from another country or culture.

You might do this:

1. when managing service delivery to people from one or more different countries or cultures
2. when managing service delivery to people from other countries or cultures whether they were born, educated or work here, have just arrived in the country or live abroad
3. when managing service delivery for a free or paid-for service, that is delivered inside or outside your organisation and interacts with users face-to-face, by telephone, letter or email
4. when working in the public, private or not-for-profit sectors
5. when working in voluntary, aid or humanitarian work
6. when providing a service, information or advice, carrying out market research, working collaboratively with non-UK partners to provide a service or working in education with students from other countries or cultures

The benefits and business case for doing this effectively

1. services are delivered sensitively and appropriately to all users
2. people are satisfied with the service they have received
3. organisational performance and reputation improves
4. strengthened diversity and equality policies and procedures

Encourage the others involved in service delivery to respect customers' cultural conventions, deal with stereotypes, deliver a consistent high standard of service to all service users, adapt service delivery practices, deal with intercultural tension or misunderstanding.

These standards describe working with people from different countries or diverse cultures in ways that promote open and respectful interaction, better understanding and improved performance.

This unit covers specific aspects of managing service delivery to people from different countries and cultures. The general skills needed to work with people from different countries or diverse cultures are covered in the following unit.

1. Develop your skills to work effectively with people from different countries or diverse cultures (1 from Intercultural Working standards)

The units below may be useful for those involved in service delivery.

1. Develop your skills to work effectively with people from different countries or diverse cultures (1 from Intercultural Working standards)
2. Recognise diversity when delivering customer service (23 from Customer Service standards)

CFAIWS5

Manage delivery of a service to people from different countries or diverse cultures

Performance criteria

You must be able to:

- P1 expect those involved in service delivery to respect and understand service users' values, beliefs and cultural conventions and to value them as customers
- P2 identify any language skills needed and where they can be sourced most effectively
- P3 encourage those involved in service delivery to continually assess their interaction with service users from different countries or diverse cultures and make sure they have the skills to do so
- P4 encourage those involved in service delivery to respond flexibly and positively and solve problems so that the service meets the needs of service users from different countries and diverse cultures
- P5 maintain the same high standard of service for each service user
- P6 check that service users are satisfied with the service and resolve differences between their needs and the service offered so that it attracts and does not discriminate against the people you are providing services for
- P7 challenge any stereotypes, prejudice or racism expressed by other people about yourself or others
- P8 deal with things that go wrong that are caused by different cultural expectations, miscommunication, misunderstanding or racial tension and minimise their impact on ongoing service delivery, getting support when you need it

CFAIWS5

Manage delivery of a service to people from different countries or diverse cultures

Knowledge and understanding

You need to know and understand:

Cultural influences

- K1 how differences and similarities between the cultural behaviour of service users and those involved in service delivery may change or affect the service delivery processes that are needed. (for example timekeeping, timescales, decision making processes, levels of customer service, attitudes to men or women, communication styles and conventions, business relationships, attitudes to emotion and levels of formality and hierarchy.)
- K2 where to get information about different countries or diverse cultures and how to evaluate that information. (for example business associates, embassies, chambers of commerce, cultural organisations, market research, export agents, trade journals, marketing specialists, government departments, migrant support organisations and community organisations, relevant web sites, local agents.)

Communication and language

- K3 the different politeness conventions used by those involved in service delivery and service users and how these may affect their perceptions of each other. (For example apparent rudeness caused by non- use, apparent insincerity caused by over-use of 'please' and 'thank you'.)
- K4 how the use of language, body language, gestures and tone of voice of those involved in service delivery and service users may appear to each other and may affect their perceptions of each other.
- K5 ways to minimise misunderstanding and improve communication with people with a different first language to you. (For example taking the time to listen closely to what they are really saying, learning the conventions for introductions and greetings, not using your own fluency as a way to overpower others, learning some simple phrases in their language, gesturing, avoiding idioms, explaining acronyms, using pictures and diagrams, learning their language.)
- K6 the challenges in communicating with people from different countries or diverse cultures who share the same first language with you. (For example differences in vocabulary, spelling, accent, expressions and directness.)

Training and support

- K7 the benefits of mentoring, coaching and work-shadowing, what they involve and how to implement them with people from different countries or diverse cultures

CFAIWS5

Manage delivery of a service to people from different countries or diverse cultures

- K8 what to consider when deciding whether to use or develop your own or other people's cultural, local or community knowledge, interpersonal skills, language awareness or foreign language skills or whether to use external services or specialists. (For example quality and accuracy required, cost of buying in a service compared with cost of training staff, actual competence of people involved, long-term benefit of having skills in-house.)
- K9 the different consultancy services and specialists that might be useful to you, their cost, likely accuracy and how to access and use them. (For example translators, interpreters, cultural or international communication specialists, brand consultants.)
- K10 the range of language and cultural awareness training and development that is available, how to encourage its use, where to access it and the benefits for different people involved in service delivery. (For example language awareness training, language training, ESOL (English for Speakers of Other Languages), EFL (English as a Foreign Language), intercultural skills training, training courses about specific cultures.)

Service delivery

- K11 the service ethics of the countries or cultures you are dealing with
- K12 the possible results of a lack of understanding or ineffective communication tools. (For example customer dissatisfaction, disagreements, misunderstanding about expectations, potential conflict.)
- K13 the legal, technical and communication needs of the service users from different countries or diverse cultures you work with and how service delivery practices, processes and policies can be adapted to accommodate them.
- K14 ways to resolve issues between your staff and service users from different countries or diverse cultures and who to approach if you cannot resolve them yourself

Equality laws and regulations

- K15 the laws, regulations and company guidelines that dictate how you are expected to behave with service users from different countries or diverse cultures, how to apply them in relation to your work and where to get further information and advice about them. (For example equality legislation, company policies and values, codes of practice.)
- K16 what to do or who to approach if you, one of your team or a service user feel unfairly treated. (For example relevant manager, trade union representative.)

CFAIWS5

Manage delivery of a service to people from different countries or diverse cultures

Additional Information

Behaviours

Underpinning personal qualities:

These are a non-mandatory part of the standard but are desirable attributes and attitudes which people with different cultural experiences working together might need. They represent what people who are well disposed to intercultural working may aspire to and grow towards.

1. you enjoy working alongside people with different cultural experiences and perspectives to your own and actively try to appreciate why differences and similarities may exist
2. you are able to reflect on how your own working practices might be perceived by others and are ready to negotiate new ways of working
3. you are open to the positive potential of cultural diversity in the generation of ideas and in developing workplace productivity
4. you are sensitive to the different levels of English language skills people have and are willing to adapt your language in the interests of mutual comprehension
5. you are sensitive to how your use of language, tone of voice and behaviour may be interpreted by others
6. you are able to look critically at work practices and projects and make contributions designed to enhance intercultural cooperation and understanding
7. you are working towards greater critical understanding of difference while appreciating that this is a lifelong process
8. you are aware that others understand equality and human rights in different ways but do your best to adopt an ethical outlook which reflects how you would like to be treated yourself

CFAIWS5

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Developed by CFA Business Skills @ Work

Version number 1

Date approved September 2008

Indicative review date September 2010

Validity Current

Status Original

Originating organisation CILT

Original URN [ORIGINURN]

Relevant occupations Agriculture, Horticulture and Animal Care; Business, Administration and Law; Information and Communication Technology; Arts, Media and Publishing; Health, Public Services and Care; Medicine and Dentistry; Nursing and Subjects and Vocations Allie Health and Social Care; Public Services; Child Development and Well Being; Agriculture; Animal care and veterinary science; Environmental conservation; Professional Occupations; Managers and Senior Officials; Information and Communication Technology; Research Professionals; Librarians and Related Professionals; Engineering Professionals; Science Professionals; Database Administration; Software Development; Systems Support; Local Area Archives; Associate Professionals and Technical Occupations; Corporate Managers and Senior Officials; Microsoft Certified Professional; Application Support; Business Analyst; Managers and Proprietors in Hospitality ; ICT for practitioners; ICT for users; Science and mathematics; Science; Engineering and manufacturing technologies; Engineering; Manufacturing technologies; Transportation operations and maintenance; Construction, planning and the built environment; Architecture; Building and construction; Urban, rural and regional planning; Retail and commercial enterprise; Retailing and wholesaling; Warehouse and distribution; Service enterprises; Hospitality and catering; Leisure, travel and tourism; Sport, leisure and recreation; Travel and tourism; Performing Arts; Crafts, creative arts and design; Media and communication; Publishing and information services; History, philosophy and theology; Archaeology and archaeological sciences; Theology and religious studies; Social sciences; Geography; Sociology and social policy; Politics; Economics; Language,

CFAIWS5

Manage delivery of a service to people from different countries or diverse cultures

literature and culture; Languages, literature and culture of the; Other languages, Linguistics; Education and training; Teaching and lecturing; Direct learning support; Preparation for life and work; Foundations for learning and life; Preparation for work; Accounting and finance; Administration; Business management; Marketing and sales; Law and legal services; Production Managers; Functional Managers; Quality and Customer Care Managers; Financial Institution and Office Manager; Managers in Distribution, Storage and Retail; Protective Service Officers; Health and Social Services Officers; Managers in Farming, Horticulture, Forestry; Managers and Proprietors In Other Services; Health Professionals; Teaching Professionals; Legal Professionals; Business and Statistical Professionals; Architects, Town Planners and Surveyors; Public Service Professionals; Science and Engineering Technicians; Draught persons and Building Inspectors; IT Service Delivery Occupations; Health Associate Professionals; Therapists; Social Welfare Associate Professionals; Protective Service Occupations; Artistic and Literary Occupations; Design Associate Professionals; Media Associate Professionals; Sports and Fitness Occupations; Administration and Secretarial Occupations; Government and Related Organisations; Finance; Communications; General; Secretarial and Related Occupations; Skilled Trades Occupations; Skilled Agricultural Trades; Metal Forming, Welding and Related Trade; Metal Machining, Fitting and Instrument ; Vehicle Trades; Electrical Trades; Construction Trades; Building Trades; Textile and Garment Trades Printing Trades; Food Preparation Trades; Skilled Trades NEC; Personal Service Occupations; Healthcare and Related Personal Services; Childcare and Related Personal Services; Animal Care Services; Leisure and Travel Service Occupations; Hairdressers and Related Occupations; Housekeeping Occupations; Personal Services Occupations NEC; Sales and Customer Services Occupations; Sales Assistants and Retail Cashiers; Sales Related Occupations; Customer Service Occupations; Process, Plant and Machine Operatives; Process Operatives; Plant and Machine Operatives; Assemblers and Routine Construction Operatives

Suite

Intercultural Working: Standards For Working With People From Different Countries And Diverse Cultures

Key words

language, communication, English, ESOL, international, foreign, diverse, service delivery, management, customer satisfaction, misunderstanding, cultural awareness, respect, training, problem solving, discrimination, racism, stereotype, prejudice, community

CFAIWS5

Manage delivery of a service to people from different countries or diverse cultures
