



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **BSBAT502B Work with the manager**

**Release: 1**

## **BSBATSIL502B Work with the manager**

### **Modification History**

### **Unit Descriptor**

This unit covers appointing the Manager, clarifying respective roles and working together effectively on an on going basis.

This unit, in combination with BSBATSIL508B Be a community leader and BSBATSIL501B Meet the roles and responsibilities of a Board member (2), is equivalent to SRXGOV001A Participate as a member of an effective Board organisation.

Some aspects of governance activities may be subject to legislation, rules, regulations and/or codes of practice relevant to different job roles and jurisdictions.

This unit covers appointing the Manager, clarifying respective roles and working together effectively on an on going basis.

This unit, in combination with BSBATSIL508B Be a community leader and BSBATSIL501B Meet the roles and responsibilities of a Board member (2), is equivalent to SRXGOV001A Participate as a member of an effective Board organisation.

Some aspects of governance activities may be subject to legislation, rules, regulations and/or codes of practice relevant to different job roles and jurisdictions.

### **Application of the Unit**

This unit applies to individuals with a broad knowledge of the business or core functions of organisations who contribute their skills and knowledge to monitoring and guiding the activities of organisations in the Indigenous community.

This unit applies to individuals with a broad knowledge of the business or core functions of organisations who contribute their skills and knowledge to monitoring and guiding the activities of organisations in the Indigenous community.

### **Licensing/Regulatory Information**

### **Pre-Requisites**

### **Employability Skills Information**

This unit contains employability skills.

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

### Elements and Performance Criteria

Element	Performance Criteria
1 Appoint and monitor the Manager	1.1 Recruit the Manager with <b>appropriate independent assistance</b>
	1.2 Draw up performance outcomes and include in the contract
	1.3 <b>Review regularly</b> the Manager's performance in accordance with the contract
2 Define the roles of Board and Manager	2.1 Discuss, define and document the <b>leadership role</b> of the Board
	2.2 Clarify and document the duties of the Manager
	2.3 Discuss <b>areas of responsibility</b> and agree and document guidelines, where Board members are also employed staff
3 Work with the Manager	3.1 Receive information and advice from the Manager and apply in decision-making
	3.2 Instruct the Manager to implement policy decisions and follow specific directions
	3.3 Receive feedback from the Manager about previous directions

## Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

### Required skills

Oral and written communication

Follow rules and regulations

Cross-cultural competence, including gender and disability

Evaluation and decision-making

Networking

Negotiation

Evaluation

### Required knowledge

Cultural context - Boards are upholders of traditional and cultural values. Relevant aspects of culture may include: cultural protocols, language (both Traditional and Aboriginal English), cultural business, family and community responsibilities and Aboriginal learning styles

Community control - community participation and control in decision-making are central to organisations and the role of Boards is to support the community in these processes

Location and resources - organisations operate in diverse locations where cultural, social, economic and political conditions may vary widely. Also, acute resource shortages may also determine the options available

Legal requirements - organisations operate under provisions of federal, state or territory legislation as legal entities and funding recipients which influence decision-making

Organisation constitution, function, policies and procedures

Code of Conduct

Manager's contract

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

Integrated demonstration of all elements of competency and their performance criteria; and

Performance of all roles of a Board member

#### Context of and specific resources for assessment

Assessment must ensure:

This unit of competency should be assessed through the performance of Board duties, but in the event that there is no opportunity to observe such a performance a simulated environment can be used but such simulation must replicate Board conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the Board, including working with others; and transferring competency to other situations

Knowledge and performance to be assessed over time to confirm consistency in performance

#### Method of assessment

The following assessment method is appropriate for this unit:

Performance of Board duties, or through an accurate simulation of Board duties

#### Guidance information for assessment

## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<b>Appropriate independent assistance</b> may include:	senior government or non government personnel consultants
<b>Regular review</b> may include:	assessment against performance outcomes interview independent assessment
<b>Leadership role</b> may include:	planning future directions setting policies making critical decisions recruiting the CEO representing the organisation
<b>Areas of responsibility</b> may include:	confidentiality authority

## Unit Sector(s)

empty  
empt

## Competency field

Regulation, Licensing and Risk - ATSI Governance  
Regulation, Licensing and Risk - ATSI Governance