



Australian Government

Department of Education, Employment and Workplace Relations

BSBATSil411A Undertake the roles and responsibilities of a board member

Revision Number: 1

BSBATSIL411A Undertake the roles and responsibilities of a board member

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to meet the diverse roles and responsibilities of a board member. Some aspects of governance activities may be subject to legislation, rules, regulations and codes of practice relevant to different job roles and jurisdictions.
------------------------	---

Application of the Unit

Application of the unit	This unit applies to individuals responsible for monitoring and guiding the activities of Aboriginal and Torres Strait Islander organisations in their role as a member of a board of governance.
--------------------------------	---

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

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 and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within the structure of the organisation	1.1. Identify core functions and structure of the organisation 1.2. Describe the relationship between organisation, stakeholders and other organisations or entities 1.3. Identify individual responsibilities of board members 1.4. Perform designated board duties as per role description 1.5. Follow the board's decision-making processes
2. Manage competing roles and responsibilities	2.1. Identify the differences between the roles of governance and management 2.2. Identify the relationship between board and staff and overlapping roles 2.3. Identify and manage real and perceived conflict of interest due to competing roles and responsibilities 2.4. Follow policies and procedures regarding the confidentiality of information
3. Follow legal requirements when carrying out board duties	3.1. Identify the legislation under which the organisation operates 3.2. Apply provisions of the legislation that are relevant to the governance of the organisation 3.3. Comply with relevant aspects of corporation law and terms and conditions of funding agreements 3.4. Adhere to the constitution of the organisation while undertaking workplace responsibilities
4. Monitor operations	4.1. Monitor trends and outcomes in the community 4.2. Identify and analyse outcomes for each operational area 4.3. Use information provided to review effectiveness and efficiency of operations and associated policy 4.4. Suggest changes to operations or policy if necessary
5. Receive and act on community and stakeholder feedback	5.1. Gather and evaluate feedback from the community and stakeholders about the operations of the organisation, and share with other board members 5.2. Deal with feedback according to policies and procedures, and in consultation with management 5.3. Support decisions of the board and management where applicable

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and teamwork skills to work cooperatively with other board members, management and staff of the organisation, members, community and key stakeholders
- culturally appropriate communication skills to relate to people from diverse backgrounds and with diverse abilities
- evaluation and decision-making skills to monitor and review information presented to the board and enact decisions
- problem-solving skills to identify and manage real and perceived conflict of interest between parties
- self-management skills to:
 - manage situations where there may be conflict of interest
 - adhere to role requirements and workplace policies and procedures

Required knowledge

- concept of community control of organisations, and how it may impact on the roles and responsibilities of board members
- cultural context in which Aboriginal and Torres Strait Islander boards operate, including their role in upholding traditional and cultural values, and how this may impact on the roles and responsibilities of board members
- decision-making processes
- geographic, social, economic and political contexts in which particular organisations operate, and how these may impact on the roles and responsibilities of board members
- governance roles and responsibilities
- management roles and responsibilities
- organisational history, structure, core functions, code of conduct, constitution, policies and procedures, and reporting processes
- provisions of federal, state or territory legislation and funding body requirements that influence decisionmaking, and how these may impact on the roles and responsibilities of board members
- relevant protocols and cultural responsibilities, and how they may impact on the roles and responsibilities of board members
- roles and responsibilities of key board positions
- terms and conditions of funding agreements

Evidence Guide

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 ability to:

- contribute to analysis and decisionmaking on issues affecting board and organisational performance
- understand the relationship and differences between boards of governance and organisational management
- work in accordance with organisational constitution, codes of conduct, functions, policies and procedures
- work with irregularities and breakdowns in communication and routines between board members and/or organisational management.

Context of and specific resources for assessment

Assessment must ensure:

- participation on an actual or simulated board
- access to examples of issues that boards of governance have worked on, including community feedback and strategic decisions
- access to examples of relevant documents
- knowledge and performance are assessed over time to confirm consistency in performance.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance on a board or simulated board
- direct questioning combined with reflection of practical board performance by the candidate
- analysis of responses to case studies and scenarios
- demonstration of techniques
- observation of presentations and group discussions
- oral or written questioning to assess knowledge
- observation of performance in role plays
- analysis of feedback from the community and stakeholders relating to operations.

EVIDENCE GUIDE**Guidance information for assessment**

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- BSBATSIL408C Manage a board meeting
- BSBATSIL413A Review and apply the constitution.

Range Statement

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.

<i>Core functions</i> may include:	<ul style="list-style-type: none"> • provision of specific goods, such as catering, art work, performance, and general goods • provision of specific services, such as housing, health, employment, child care, legal services, aged care, creative arts, youth services, bookkeeping, resourcing, and coordination • specific cultural contexts, such as traditional and cultural knowledge and values.
<i>Structure</i> may relate to:	<ul style="list-style-type: none"> • board member portfolios of responsibility • divisions, branches, departments, teams and positions within the organisation • lines of accountability.
<i>Stakeholders and other organisations or entities</i> may include:	<ul style="list-style-type: none"> • clients, consumers and participants • commercial businesses owned by the organisation • individual community members • community groups, organisations and networks • competitors • Elders • jointly owned entities held by other organisations • local, state or territory, and federal government departments • members • related Aboriginal and Torres Strait Islander organisations • related non-Aboriginal and Torres Strait Islander organisations • traditional owners • trusts held by the organisation.
<i>Relationship between board and staff</i> may relate to:	<ul style="list-style-type: none"> • board leadership • board planning • day-to-day administration • management responsiveness • policy formulation and decision making.
<i>Overlapping roles</i> may include:	<ul style="list-style-type: none"> • board members becoming involved in day-to-day

RANGE STATEMENT	
	<ul style="list-style-type: none"> operations staff who are also board members.
<i>Conflict of interest</i> may be managed by:	<ul style="list-style-type: none"> discussion and resolution at board meetings guidelines for declaring and managing conflict of interest.
<i>Competing roles and responsibilities</i> may relate to:	<ul style="list-style-type: none"> board and staff business interests family relationships and responsibilities financial interests governance and management representing the interests of a specific group and representing the interests of the whole organisation.
<i>Legislation</i> may include:	<ul style="list-style-type: none"> Corporations (Aboriginal and Torres Strait Islander) Act 2006 corporation law Fair Work Act and Regulations 2009 federal, state and territory Acts relating to core functions of the organisation federal, state and territory occupational health and safety statutes financial legislation and regulations state and territory associations Acts.
<i>Corporation law</i> may include:	<ul style="list-style-type: none"> Corporations (Aboriginal and Torres Strait Islander) Act 2006 liabilities of board members responsibilities of board members state and territory associations Acts.
<i>Workplace responsibilities</i> may include:	<ul style="list-style-type: none"> code of conduct anti-discrimination equal opportunity occupational health and safety staff contracts.
<i>Monitoring trends and outcomes</i> may include:	<ul style="list-style-type: none"> attending community meetings gathering information, data and statistics identifying community needs maintaining awareness of political issues.
<i>Information</i> may include:	<ul style="list-style-type: none"> anecdotal information from the community data and statistics financial reports reports from staff, consultants, and other bodies.

Unit Sector(s)

Unit sector	
--------------------	--

Competency field

Competency field	Regulation, licensing and risk - ATSI governance
-------------------------	--

Co-requisite units

Co-requisite units		