



Australian Government

Department of Education, Employment and Workplace Relations

BSBATSIM412B Implement a business like approach

Revision Number: 1

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Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit covers adopting a business like manner in all aspects of operations.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>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.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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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.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify business like attitudes	1.1. Discuss and describe differences between business-like and non business-like attitudes 1.2. Identify and document key differences 1.3. Identify and document differences within existing policies and programs
2. Implement business like practices	2.1. Modify and document present policies and programs appropriately to reflect a business-like approach 2.2. Advise relevant <i>stakeholders</i> accordingly 2.3. Review, modify and document strategic and business plans
3. Review operations regularly	3.1. Review all <i>operations</i> from a <i>business-like perspective</i> 3.2. Identify areas of concern and implement actions as appropriate

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- Written and oral communication
- Evaluation and decision-making
- Planning
- Networking
- Negotiation

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), Aboriginal learning styles, cultural business, family and community responsibilities and local history
- 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
- Business processes
- Organisation processes
- Business support services

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	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> integrated demonstration of all elements of competency and their performance criteria, and the organisation is assisted to become more business-like and self sufficient.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> 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	<p>The following assessment method is appropriate for this unit:</p> <ul style="list-style-type: none"> performance of Board duties, or through an accurate simulation of Board duties.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
<p>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.</p>	
<i>Stakeholders</i> may include:	<ul style="list-style-type: none"> • community • other relevant services • funding bodies.
<i>Operations</i> may include:	<ul style="list-style-type: none"> • not-for-profit services • commercial services.
<i>A business-like perspective</i> may include:	<ul style="list-style-type: none"> • best use of resources • viability and potential growth • cost/benefit • quality assurance • influences affecting decision-making • professional versus personal interests.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Regulation, Licensing and Risk - ATSI Governance
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Co-requisite units

Co-requisite units		

