



Australian Government

Department of Education, Employment and Workplace Relations

BSBATSIM421A Support a positive and culturally appropriate workplace culture

Revision Number: 1

BSBATSIM421A Support a positive and culturally appropriate workplace culture

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required of a board member to contribute to the development and maintenance of a positive and culturally appropriate workplace culture. Some aspects of governance activities may be subject to legislation, rules, regulations and codes of practice relevant to different job roles and jurisdictions.
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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.
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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. Promote respect toward people in the workplace	1.1.Promote cultural views and values in the workplace 1.2.Treat individuals and groups from different backgrounds, cultures and languages with respect and sensitivity 1.3.Identify and enhance the <i>positive qualities</i> of people 1.4.Take into account the impact of board decisions on human values when making decisions 1.5.Identify how <i>past experiences</i> may impact on people's behaviour, skills and knowledge
2. Provide support to others	2.1.Identify the <i>knowledge, skills and experience</i> of others 2.2.Share knowledge and skills with <i>others</i> 2.3.Resolve issues in culturally appropriate and sensitive ways 2.4.Use active listening skills when communicating 2.5.Encourage others to take on new challenges 2.6.Demonstrate approachability and openness to suggestions
3. Promote an environment that encourages people to enhance their skills and knowledge	3.1.Support others to achieve work goals 3.2.Develop and apply strategies to recognise <i>achievements</i> 3.3.Support others to undertake relevant <i>professional development</i>
4. Encourage teamwork	4.1.Develop strategies that support a team approach 4.2.Clearly outline expectations of team members 4.3.Develop and apply strategies that recognise individuals' contributions to the team
5. Reduce the potential for cross-cultural misunderstandings	5.1.Identify issues that may cause cross-cultural conflict or misunderstanding in the workplace 5.2.Work with board members and the manager to develop and implement strategies to reduce cross-cultural misunderstandings in the workplace
6. Provide constructive feedback	6.1.Encourage provision of constructive <i>feedback</i> in the workplace 6.2.Clarify with board members and management whose role it is to provide feedback to staff members about their performance 6.3.Provide feedback to people about their performance where appropriate

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- active listening skills to enhance communication
- communication and teamwork skills to work cooperatively with other board members, management and staff of the organisation, members, community and key stakeholders
- initiative skills to demonstrate cross-cultural competence, ensuring a culturally appropriate workplace that respects people from a range of backgrounds
- culturally appropriate communication skills to relate to people from diverse backgrounds and with diverse abilities
- mentoring and motivation skills to support others in their work
- problem-solving skills to identify and manage potential causes of misunderstandings

Required knowledge

- concept of community control of organisations and how it may impact on the day-to-day operations of the organisation
- cultural context in which Aboriginal and Torres Strait Islander boards operate, including role in upholding traditional and cultural values and how that impacts on workplace environment
- equity and diversity principles
- geographic, social, economic and political contexts in which particular organisations operate and how these may impact on the workplace environment and culture
- organisational policies, procedures and code of conduct
- professional development options
- protocols and cultural responsibilities relevant to the role of a board member
- respective roles and responsibilities of board members and the manager
- strategies for active listening
- strategies for giving and receiving feedback
- strategies for managing disagreements and cross-cultural misunderstandings
- teamwork theory and approaches

Evidence Guide

EVIDENCE GUIDE	
<p>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.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • support others to achieve work goals • treat staff and colleagues with respect and sensitivity • communicate appropriately with people from a range of diverse backgrounds • employ strategies to encourage teamwork and reduce the potential for cross-cultural misunderstandings.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • participation on an actual or simulated board • access to examples of issues that arise in workplaces • knowledge and performance are assessed over time to confirm consistency in performance.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • 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 staff members, other board members and the community regarding performance.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p>

EVIDENCE GUIDE	
	<ul style="list-style-type: none">• BSBATSIC412A Maintain and protect cultural values in the organisation.

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>Positive qualities</i> may include:	<ul style="list-style-type: none"> • attitudes and values • initiative • skills and abilities.
<i>Past experiences</i> may relate to:	<ul style="list-style-type: none"> • culture • effects of government policies • educational opportunities • family situations • trauma.
<i>Knowledge, skills and experience</i> may include:	<ul style="list-style-type: none"> • interpersonal skills • traditional knowledge and skills • work skills.
<i>Others</i> may include:	<ul style="list-style-type: none"> • board members • community members • staff members.
<i>Achievements</i> may include:	<ul style="list-style-type: none"> • personal • cultural • family • sport • work-based.
<i>Professional development</i> may include:	<ul style="list-style-type: none"> • career planning • cultural enhancement • further education • personal development • work skills.
<i>Feedback</i> may be:	<ul style="list-style-type: none"> • to staff by staff • to staff by a board nominee.

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		