



**Australian Government**

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

# **BSBSMB408B Manage personal, family, cultural and business obligations**

**Revision Number: 1**

## BSBSMB408B Manage personal, family, cultural and business obligations

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit describes the performance outcomes, skills and knowledge required to examine the impact that personal, family and cultural obligations have on business operations, and to develop and implement strategies to improve business success.</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

<b>Application of the unit</b>	<p>This work is undertaken by individuals who operate a small business.</p>
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### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	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 personal and business commitments/obligations within family, cultural and community contexts	1.1. Identify the personal, family, cultural and/or community <i>contexts</i> in which the business operates 1.2. Identify the personal, family, cultural and/or community <i>commitments/obligations</i> that impact on the business 1.3. Consider <i>strategies</i> to address and minimise the negative impact these commitments/obligations may have on the business 1.4. Prepare workable <i>plans</i> to address and minimise the impact of these issues
2. Develop ethical work practices within family, cultural and community contexts	2.1. Develop a <i>culturally appropriate work ethic</i> in terms of personal, family and community obligations, and cultural requirements 2.2. Identify and implement strategies to reinforce a culturally appropriate work ethic in the business 2.3. Prepare contingency plans for when alternative action is required due to changes within the business, family, cultural and/or community environments
3. Review work practices within family, cultural and community contexts	3.1. Monitor personal, family, cultural and/or community commitments/obligations to identify any changes that might impact on the business 3.2. <i>Review</i> plans and strategies to ensure that negative impacts of any commitments/obligations are being addressed and implement any necessary changes 3.3. Monitor implementation of the culturally appropriate work ethic to ensure that it is supported and maintained in the business

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- analytical skills to identify own obligations
- communication skills to clarify needs and to articulate business ideas to a range of family/community members
- interpersonal skills to negotiate/mediate with sensitivity towards family and/or cross-cultural issues.

#### Required knowledge

- characteristics of small business and its environment
- community and family expectations and dynamics
- cultural and family relationships
- historical/cultural/ceremonial/religious/family issues that are relevant to specific communities
- life/work balances particularly relating to health
- local community and relevant organisations and persons within the community
- relevant legislation, codes and national standards from all levels of government which may effect business operation, such as:
  - award and enterprise agreements and relevant industrial instruments
  - anti-discrimination
  - equal opportunity
  - OHS
  - relevant industry codes of practice.

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
<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>	
<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• completeness in terms of scope and detail of analysis of the implications of family, cultural and community obligations/commitments on self, staff and the business</li> <li>• clarification of a culturally appropriate work ethic and the workability of plans and strategies for maintaining this ethic</li> <li>• plans and strategies to address the negative impact obligations/commitments may have on the business</li> <li>• knowledge of characteristics of small business and its environment.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to relevant documentation</li> <li>• candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.</li> </ul>
<b>Method of assessment</b>	<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"> <li>• portfolio of evidence including the analysis of the implications of obligations/commitments and plans/strategies to address any negative impacts these may have on the business</li> <li>• oral or written questioning to assess knowledge of community and family expectations and dynamics</li> <li>• analysis of review of plans and strategies.</li> </ul>
<b>Guidance information for assessment</b>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• BSBSMB409A Build and maintain relationships with small business stakeholders.</li> </ul>

## 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.

***Contexts*** in which the business operates may include relationships within:

- business community
- culturally and linguistically diverse communities
- family groups
- Indigenous communities
- non-Indigenous communities
- professional community
- religious and/or spiritual communities
- specific target groups

***Commitments/obligations*** may relate to:

- community
- family
- self
- staff

***Commitments/obligations*** may include:

- business commitments and community/family responsibilities
- personal principles
- personal work/life balances and priorities e.g. health considerations such as exercise, stress
- professional commitments
- resource commitments to community e.g. contributions to social goals, Community Development Employment Program (CEDP) staff responsibilities, community centres, mentoring, community projects
- resource commitments to cultural life e.g. cultural maintenance programs, language maintenance
- resource commitments to immediate and extended family members e.g. money obligations, skills and resource contributions to family projects
- time commitments to community activities e.g. participation in community events, ceremonies and activities, school committees,

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>sporting associations</li> <li>• time commitments to immediate and extended family members e.g. child care and aged care responsibilities, emotional support obligations for family issues</li> <li>• time commitments to cultural life e.g. National Aboriginal and Torres Strait Islander Day of Celebration (NAIDOC) activities, National Sorry Day activities, National Reconciliation Week activities, religious activities, national days, ceremonies, funerals and related mourning business</li> </ul>
<i>Strategies</i> may include:	<ul style="list-style-type: none"> <li>• communication strategies</li> <li>• consulting with other small businesses to identify successful strategies used</li> <li>• developing clear guidelines for staff, such as:               <ul style="list-style-type: none"> <li>• codes of conduct</li> <li>• customer/client charters</li> <li>• family/community charters</li> <li>• job descriptions</li> <li>• organisational trees</li> </ul> </li> <li>• developing clear processes for staff</li> <li>• developing plans to address unanticipated events</li> <li>• developing plans to include health considerations for self and staff</li> <li>• personal vision/values</li> <li>• using diaries/calendars to timetable known obligations</li> </ul>
<i>Plans</i> may relate to:	<ul style="list-style-type: none"> <li>• communication</li> <li>• contingency</li> <li>• OHS</li> <li>• performance appraisal</li> <li>• personal and staff development</li> <li>• succession arrangements</li> <li>• time management</li> </ul>
<i>Culturally appropriate work ethic</i> may include:	<ul style="list-style-type: none"> <li>• impact on and within the community</li> <li>• impact on and within the family</li> <li>• impact on and within the wider community</li> <li>• impact on self</li> </ul>



<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• relevance of the business to the community</li> <li>• relevance of work to the individual</li> <li>• role development and clarification processes</li> <li>• skills to perform the work</li> </ul>
<i>Reviewing</i> plans and strategies may include:	<ul style="list-style-type: none"> <li>• 360° feedback</li> <li>• applying qualitative and/or quantitative measures to business performance</li> <li>• applying qualitative and/or quantitative measures to individual performance</li> <li>• family or community consultation</li> </ul>

### Unit Sector(s)

<b>Unit sector</b>	
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### Competency field

<b>Competency field</b>	Management and Leadership - Small and Micro Business
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### Co-requisite units

<b>Co-requisite units</b>		