



**Australian Government**

# **BSBATSIL512 Be a leader in the community**

**Release: 1**

## BSBATSIL512 Be a leader in the community

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

### Application

This unit describes the skills and knowledge required to undertake a leadership role as a board member.

It 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 the organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Regulation, Licensing and Risk – ATSI Governance

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Lead by example	1.1 Identify qualities of effective community leaders 1.2 Analyse own leadership style and performance 1.3 Use knowledge and skills to communicate effectively and demonstrate respect for community values 1.4 Identify changes that may affect the organisation and the community and discuss their implications 1.5 Implement change in a culturally-sensitive way 1.6 Identify how personal actions can impact others
2 Access information about the community	2.1 Gather and analyse information on social, cultural and economic needs of all sections of the community

ELEMENT	PERFORMANCE CRITERIA
	2.2 Follow protocols for information sharing
3 Encourage others to participate in the organisation's activities	3.1 Encourage involvement of members of the community in the governance of the organisation 3.2 Encourage active community participation in the organisation 3.3 Promote a team and community approach relating to the activities of the organisation
4 Determine the big picture on community issues	4.1 Form opinions after researching background to community issues 4.2 Consider and discuss regional and national issues relating to Aboriginal and Torres Strait Islander people and the wider community 4.3 Consult Elders, traditional owners, government departments and others regarding community issues
5 Provide directions and make decisions	5.1 Identify and document options to address community and organisational issues 5.2 Present options for community discussion 5.3 Consider and evaluate other points of view when making clear, rational decisions reflecting community wishes 5.4 Promote consensus where there is difference of opinion 5.5 Inform Elders, traditional owners and others about how and why decisions are made 5.6 Implement and follow decisions made by the board
6 Negotiate with others to promote community interests	6.1 Give priority to community interests in dealing with government, business and other organisations 6.2 Represent the views of the board to others 6.3 Negotiate and document outcomes that represent the best possible solutions for the community at the time
7 See both sides of community issues	7.1 Analyse points of view expressed on an issue in terms of their impact on the community and the organisation 7.2 Include Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander points of view when making decisions 7.3 Support decisions that promote the long-term wellbeing of the whole community

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Performance Criteria	Description
Reading	1.4, 2.1, 2.2, 4.1, 5.1	<ul style="list-style-type: none"> <li>Interprets textual information obtained from a range of sources and determines how content may be applied to individual, community and organisational requirements</li> </ul>
Writing	1.3, 1.5, 4.1, 5.1, 5.2, 5.5, 6.2, 6.3	<ul style="list-style-type: none"> <li>Integrates information from a number of sources and develops content that supports the purposes and format of the material using suitable grammatical structure and clear and logical language</li> </ul>
Oral Communication	1.3-1.5, 2.1, 3.1-3.3, 4.1-4.3, 5.2, 5.6, 6.2, 6.3, 7.2, 7.3	<ul style="list-style-type: none"> <li>Participates in culturally appropriate and respectful verbal exchanges with community members and key stakeholders using clear language, suitable syntax and tone to address and disseminate relevant information</li> <li>Uses active questioning and listening techniques to elicit information and confirm understanding</li> </ul>
Navigate the world of work	2.2	<ul style="list-style-type: none"> <li>Monitors adherence to organisational policies and protocols</li> </ul>
Interact with others	1.2, 1.3, 1.5, 1.6, 3.1-3.3, 4.3, 5.4, 5.5, 6.2, 6.3	<ul style="list-style-type: none"> <li>Sets time aside for self-reflection, recognising personal strengths and limitations and exploring beliefs and assumptions about own behaviour and that of others</li> <li>Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders in a range of work contexts</li> <li>Collaborates and negotiates with others to achieve joint outcomes, playing an active role in facilitating consensus</li> <li>Adapts personal communication style to show respect for the values, beliefs and cultural expectations of others</li> </ul>
Get the work done	1.1, 1.2, 1.4, 2.1, 5.1, 5.3, 5.6, 6.1, 7.2, 7.3	<ul style="list-style-type: none"> <li>Develops flexible plans for complex, high-impact activities with strategic implications involving a diverse range of stakeholders with potentially competing demands</li> <li>Pays close attention to involvement of others in decision-making process, judging when and where to make a unilateral decision, consult with others or collaborate to reach consensus</li> <li>Uses every situation as an opportunity for extending</li> </ul>

		<p>insights and understanding, recognising any solution will have both intended and unintended consequences, and that cause and effect may not be closely or obviously linked</p> <ul style="list-style-type: none"> <li>When dealing with complex issues, may use intuition to identify general problem area, switching to analytical processes to clarify goals and key issues and using lateral thinking techniques to generate possible solutions</li> </ul>
--	--	--

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBATSIL512 Be a leader in the community	BSBATSIL512A Be a leader in the community	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>