BSBATSIL512A Be a leader in the community

Revision Number: 1

BSBATSIL512A Be a leader in the community

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake a leadership role as 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 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.

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. Lead by example	1.1. Identify the 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 on **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 2.2. Follow **protocols for information sharing**
3. Encourage others to participate in the organisation's activities	3.1. Encourage the 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 to the activities of the organisation
4. Determine the big picture on community issues	4.1. Form opinions after researching the 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** that reflect community wishes 5.4. Promote consensus where there is a 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	6.1. Give priority to community interests in dealing with

ELEMENT	PERFORMANCE CRITERIA
community interests	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 reflect the long-term wellbeing of the whole community

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, teamwork and negotiation skills to:
    - gather and present information
    - 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
- facilitation and communication skills to:
    - effectively communicate information to others
    - represent the board and community to others
- mentoring, motivation and networking skills to encourage others to participate
- problem-solving skills to identify and manage real and perceived conflict of interest between parties
- leadership skills required to provide direction and guidance to the community
- research, evaluation and decision-making skills to:
    - gather information
    - monitor and review information presented to the board
    - enact decisions

Required knowledge

- change management processes
- characteristics of effective community leadership
- concept of community control of organisations and how it may impact on community leadership
- cultural context in which Aboriginal and Torres Strait Islander boards operate, including their role in upholding traditional and cultural values, and how that might impact on community leadership
- current issues that might impact on the organisation, its members and community
- geographic, social, economic and political contexts in which particular organisations operate and how these may impact on community leadership
- information about the community and its needs
- information on government policy and other factors that affect Aboriginal and Torres Strait Islander communities
- leadership styles
- relevant protocols and cultural responsibilities that impact on community leadership
- traditional and current leadership models and theories

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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: • identify community needs, government policies and other factors that have an impact on Aboriginal and Torres Strait Islander communities • evaluate ideas and opinions, and make decisions based on the best interests of the community • provide direction and leadership to ensure involvement and community wellbeing
Context of and specific resources for assessment	Assessment must ensure: • participation on an actual or simulated board • access to examples of community issues relevant to boards of governance • 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 • observation of presentations • oral or written questioning to assess knowledge • observation of performance in role plays • analysis of feedback from other board members, staff, community or other stakeholders regarding performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBATSIW514C Represent your organisation.

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.	
Community values may include:	• caring for country • importance of family, kin and community • maintenance of culture and heritage • respect for others.
Others may include:	• community members • Elders • staff • traditional owners.
Social, *cultural and economic needs* may include:	• education and health • employment • housing • law, lore and ceremony.
Protocols for information sharing may relate to:	• confidentiality and privacy • land matters • men and women's business • storage and transfer of information.
Processes for making *decisions* may include:	• communicating decisions • consultation with Elders and traditional owners • consensus • decision by authority • majority voting.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, licensing and risk - ATSI governance

Co-requisite units

Co-requisite units		

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