



**Australian Government**

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

# **BSBATSIW514C Represent your organisation**

**Revision Number: 1**

## BSBATSIW514C Represent your organisation

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit describes the performance outcomes, skills and knowledge required for board members to represent their organisation in a range of situations, including in the community, government and private sector and through establishing relevant networks.</p> <p>Some aspects of governance activities may be subject to legislation, rules, regulations and codes of practice relevant to different job roles and jurisdictions.</p>
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### Application of the Unit

<b>Application of the unit</b>	<p>This unit applies to individuals who contribute their skills and knowledge to monitoring and guiding the activities of the organisation and who are responsible for representing their organisation in a range of forums.</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. Obtain authorisation and act ethically	1.1. Obtain permission to <b>represent</b> the organisation 1.2. Undertake activities within the limits of the board role 1.3. Follow a <b>code of conduct</b>
2. Become informed about organisational policies, current operations and relevant local politics	2.1. Describe and explain the organisation's current policies and operations 2.2. Obtain information about external politics that might affect the organisation
3. Develop and participate in networks	3.1. Identify and establish links with individuals, groups and <b>organisations</b> relevant to the work of the organisation 3.2. Participate in <b>networks</b> relevant to the organisation
4. Receive and provide information relating to the work of the organisation	4.1. Provide information to others about board decisions, developments and activities of the organisation 4.2. Gather information about relevant activities in the community and wider community 4.3. Follow protocols with respect to the community and wider community
5. Promote the work of the organisation	5.1. <b>Inform</b> the community, other organisations, government and businesses about the work and achievements of the organisation 5.2. Seek support for the organisation's work from appropriate people and organisations 5.3. Present information in a manner that enhances the organisation achieving its objectives
6. Be accountable to the board	6.1. Ensure appropriate confidentiality of the organisation's information 6.2. Provide information and feedback to the board

## 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 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
- networking skills to establish links with other organisations and networks
- oral and written communication skills to share and gather information
- problem-solving skills to identify and manage potential conflict of interest
- public-speaking skills to represent the organisation
- technology skills to use technology to present information

#### Required knowledge

- business ethics, including codes of conduct
- concept of community control of organisations and how it may impact on how the organisation is represented
- 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 how the organisation is represented
- geographic, social, economic and political contexts in which particular organisations operate and how these may impact on how the organisation is represented
- organisational policies and processes in relation to representing the organisation
- personal role and responsibilities as a board member
- presentation techniques to provide information on the organisation
- relevant networks and media outlets
- relevant protocols and cultural responsibilities that impact on how the organisation is represented
- strategies for advocating on behalf of the organisation and its members
- techniques to effectively represent the organisation in interviews

## 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 ability to:</p> <ul style="list-style-type: none"> <li>• follow relevant protocols and codes of conduct with respect to representing the organisation</li> <li>• provide information about the organisation to others in a manner that promotes the work of the organisation</li> <li>• provide information and feedback received to other board members.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• participation on an actual or simulated board</li> <li>• access to examples of relevant documents</li> <li>• knowledge and performance are assessed over time to confirm consistency in performance.</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>• observation of performance on a board or simulated board</li> <li>• direct questioning combined with reflection of practical board performance by the candidate</li> <li>• analysis of responses to case studies and scenarios</li> <li>• demonstration of techniques</li> <li>• observation of presentations and group discussions</li> <li>• oral or written questioning to assess knowledge</li> <li>• observation of performance in role plays</li> <li>• analysis of feedback from other board members, staff, community or other stakeholders regarding performance.</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>• BSBATSIL512A Be a leader in the community.</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.

<p><b><i>Representation</i></b> may involve:</p>	<ul style="list-style-type: none"> <li>• advocacy for the organisation</li> <li>• meeting with representatives of government or other organisations</li> <li>• participating in:             <ul style="list-style-type: none"> <li>• forums or meetings</li> <li>• media interviews</li> <li>• networks</li> </ul> </li> <li>• speaking in public forums</li> <li>• writing articles for publication.</li> </ul>
<p><b><i>Codes of conduct</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• appropriate behaviours</li> <li>• diligence</li> <li>• honesty</li> <li>• separating personal and professional issues.</li> </ul>
<p><b><i>Organisations</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander organisations</li> <li>• community-based services</li> <li>• local, state or territory, and federal government departments</li> <li>• non-Indigenous organisations</li> <li>• peak bodies</li> <li>• private businesses.</li> </ul>
<p><b><i>Networks</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• section-focused organisations (e.g. health, education, justice)</li> <li>• local, regional, state or territory, and national organisations.</li> </ul>
<p><b><i>Informing</i></b> methods may include:</p>	<ul style="list-style-type: none"> <li>• interviews</li> <li>• media, both Aboriginal and Torres Strait Islander and mainstream</li> <li>• networks</li> <li>• news releases</li> <li>• public meetings.</li> </ul>



**Unit Sector(s)**

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

<b>Competency field</b>	Regulation, licensing and risk - ATSI governance
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**Co-requisite units**

<b>Co-requisite units</b>		