Australian Government

Department of Education, Employment and Workplace Relations

RTD5803A Operate within community cultures and goals

Release: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

RTD5803A Operate within community cultures and goals

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of exploring and understanding the culture and goals of a community or group and operating appropriately within those parameters. It requires the ability to identify community values, research community history and plans, and establish role of groups within the community. Operating within community cultures and goals requires knowledge of relevant government and community action programs, broad Australian and regional history, current social and environment affairs for local community and wider region, processes for identifying cultural protocols and understanding of what may be noteworthy to community and newsworthy to media.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element		Performance Criteria	
1	Identify community values	1.1	**Range of groups** in community is identified through interaction with **community members** and groups to determine potential **diversity of values.**
		1.2	Values held by various sections of the community relevant to **program activities** are identified for planning of promotional and **group activities.**
		1.3	**Cultural authority** is identified in Indigenous communities and groups to implement appropriate protocols.
		1.4	**Community leaders** in terms of community involvement and opinion making are identified from community interaction.
2	Research community history and plans	2.1	**History of community** relevant to program is identified for use in promotional, educational and group activities.
		2.2	Relevant documents, symbols, places of value and oral traditions are identified to place program and group in local context.
		2.3	**Community plans** are identified for use in promotional, educational and group activities.
3	Establish role of group in community	3.1	Potential roles of program and group to community is identified for use in group activities.
		3.2	Interaction with community is managed to build rapport with individuals and groups.
		3.3	**Consultation processes** are established and maintained with community members and groups.
		3.4	Image of group and program in community is maintained by acknowledging community concerns and promoting positive image of group and program.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in exploring and work within community cultures and goals requires evidence that community culture and goals have been appropriately identified and that work has been undertaken within these parameters according to community and agency guidelines and best practice procedures.   The skills and knowledge required to explore and work within community cultures and goals must be **transferable** to a range of work environments and contexts.   For example, this could include different communities, programs and community cultural aspects.

What specific knowledge is needed to achieve the performance criteria?	Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:
	Relevant government and community action programs.
	Processes for development and delivery of programs.
	Typical community and local government structures and organisation.
	Group processes.
	Broad Australian and regional history.
	Current social and environment affairs for local community and wider region.
	Rural industry operation and processes (for rural programs).
	Process for identifying cultural protocols.
	Understanding of what may be noteworthy to community and newsworthy to media.

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What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required.   These skills include the ability to:

Conform to social protocols for a range of cultures in the community.

Communicate with people of all ages, cultures and sexes in a range of settings, disability both physical and intellectual.

Develop an approach that is inclusive of Indigenous gender issues.

Write newsletters and letters in an appropriate framework/context.

Source key information from community sources including approaching leaders.

Give presentations/public speaking in a range of formal and less formal circumstances.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs.   They are fundamental processes and generally transferable to other work functions.   Some of these are covered by the **key competencies**, although others may be added.   The questions below highlight how these processes are applied in this competency standard.   Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**3**) be applied?	By discussing community cultures and goals at meetings, or formally in writing with clients and stakeholders.
2. How can **information be collected**, **analysed and organised** (**2**)?	Operating within community cultures and goals will require information to be collected, analysed and organised by consultation with others and research of existing resources.
3. How are **activities planned and organised** (**2**)?	Community activities are planned and organised by convening meetings and disseminating information.
4. How can **team work** (**3**) be applied?	Operating within community cultures and goals will require development and management of work teams to achieve outcomes.
5. How can the use of **mathematical ideas and techniques** (**0**) be applied?	Not applicable.
6. How can **problem-solving skills** (**2**) be applied?	While operating within community cultures and goals, cultural problems may arise requiring innovative solutions.
7. How can the **use of technology** (**0**) be applied?	Not applicable.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

For information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, refer to the Assessment Guidelines for this Training Package.

Range Statement

Range of Variables

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard.   The variables chosen in training and assessment will need to reflect local industry and regional contexts

Who could be the **range of groups** relevant to this standard?	Formal or informal groupings based on social activities and interests, family and community history, cultural backgrounds including immigrant and Indigenous, sex and age.
What might the **community members** include?	The town, village, regional area, suburb or group of suburbs in a city, coastal region, demographic area, Indigenous clans and people, and sub-catchment area.
What may be included as **diversity of values**?	Degree of integration and willingness to interact with other groups and community, individual and group willingness to be involved in voluntary and community activities, attitudes to environmental issues and government/community programs, and individual and group involvement in current community, business, and local and regional government.
What **program activities** may be included?	To form and/or develop a community group, to promote solutions or explain issues relating to the environment or other government program, project activities, and fund raising and submissions.
What may be included as **group activities**?	Project activities, fund raising and submissions, on-ground works, monitoring and evaluation.
What **programs** may be included in this standard?	Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry programs, business programs and State Government community programs related to the environment.
Who might be included in the term **cultural authority**?	Traditional owners and custodians, Aboriginal peoples, communities and groups, Torres Strait Islander communities and groups, and protocols identified from group

or contacts with other networks.

Who might be the **community leaders**?	People in formal positions as a result of position/occupation or community role or having informal influence over community or group opinion, in a position to promote or sponsor events and activities, able to allocate resources, and elders in Indigenous clans or communities.
What may be included in the **history of community**?	Events, understanding of past events or places considered important by community or groups within the community, and spiritual connections (e.g., Indigenous communities).
What is meant by **community plans**?	Informal desires of community to better itself, local or regional plans, by local governments or other bodies, and local implementation of State or Commonwealth government plans.
What **promotional activities** may be relevant to this standard?	Those related to improving awareness of program, raising awareness of issues and desirable community response, raising the profile of the community group, those involving local media. The type of medium used will depend on type of community, e.g., Indigenous communities prefer visual material and simple use of language.
What **educational activities** may be included?	Raising awareness of issues and desirable community response, providing background and technical information to sections of the community, such as schools and community groups, and improving skills and knowledge.
What might the **consultation processes** mean?	Complying with values and respecting cultural authority, addressing issues that may impact on values, including discussion where relevant with Indigenous and other communities and groups on natural resource and environment management.
How might areas of **literacy** be included?	Extracting ideas, concepts and issues from community plans, documents and media.
What forms of **communication** may be relevant?	The ability to present ideas and concepts to individuals and small groups, identify ideas

and issues for discussion, use of pictures and plain English to Indigenous and other groups.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

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