



Australian Government

BSBATSIL412 Participate effectively as a board member

Release: 1

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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 operate as a confident and responsible member of the board, respecting culture, contributing positively, working with others, seeing the big picture and managing personal stress.

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 Act in accordance with cultural and professional boundaries	1.1 Demonstrate respect for local history 1.2 Identify and follow community protocols 1.3 Adhere to personal legal responsibilities under corporation law 1.4 Follow the organisation's code of conduct 1.5 Identify and manage real and perceived conflict of interest
2 Participate actively in board matters	2.1 Plan for participation in board activities 2.2 Attend board meetings and other board activities regularly 2.3 Make positive and constructive contributions to discussions

ELEMENT	PERFORMANCE CRITERIA
	2.4 Prepare for meetings and undertake assigned follow-up actions
3 Encourage and respect contributions from others	3.1 Listen to and consider others' points of view 3.2 Represent the community's views objectively 3.3 Seek consensus when decision-making
4 Work with the wider community	4.1 Keep up-to-date with local Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander issues 4.2 Identify and undertake cooperative actions involving other groups 4.3 Demonstrate respect for values, policies and processes of other groups
5 Manage stress	5.1 Recognise signs of stress in self and others 5.2 Identify potential and actual sources of stress 5.3 Implement stress-reduction strategies if required 5.4 Evaluate the effectiveness of stress-reduction strategies and make changes if required

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	1.3, 1.4, 2.1, 2.4, 4.1, 4.2	Interprets textual information obtained from a range of sources and determines how content may be applied within a board environment
Writing	2.4, 4.2	Develops material for a specific audience using clear and detailed language to convey explicit information, requirements and recommendations
Oral Communication	2.3, 3.1, 3.2, 4.1, 4.3	- Uses objective language and positive tone to clearly articulate issues - Uses active questioning and listening techniques to confirm understanding
Navigate the world of work	1.2-1.4	- Appreciates the implications of legal and regulatory responsibilities related to own work - Recognises and follows explicit and implicit protocols

		and meets expectations associated with own role Understands nature and purpose of own role and associated responsibilities and how it contributes to the work of others in immediate work context
Interact with others	1.5, 3.3, 4.2, 4.3, 5.1-5.3	- Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and occasionally taking a leadership role - Recognises some strengths and weaknesses of own interpersonal skills in work contexts and may identify one or more areas to develop - Identifies and addresses areas of need, monitoring progress by observing the reactions of others and seeking explicit feedback - Follows accepted communication practices and protocols, adjusting personal communication style in response to values, beliefs and cultural expectations of others
Get the work done	2.1, 2.2, 2.4, 3.3, 4.1, 5.4	- Plans a range of routine and some non-routine tasks accepting stated goals and aiming to achieve them efficiently - Considers how others should be involved in decision-making process often using consultative and collaborative processes as an integral part of the activity - Recognises and anticipates an increasing range of familiar problems, their symptoms and causes, actively looking for early warning signs and implementing contingency plans

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBATSIL412 Participate effectively as a board member	BSBATSIL412A Participate effectively as a board member	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>

Assessment Requirements for BSBATSIL412 Participate effectively as a board member

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Performance Evidence

Evidence of the ability to:

- undertake board duties according to cultural and legal responsibilities
- actively contribute to board discussions and decision-making processes
- work collaboratively with broader community
- manage time and stress effectively to participate in board activities.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline key historical events of significance to the local community
- identify code of conduct and organisational policies and procedures with regard to participation in board activities
- list provisions of relevant corporation law relating to personal responsibilities as a board member
- explain how to identify real and potential conflict of interest, and procedures to follow if these exist
- describe relevant protocols and cultural responsibilities impacting performance as a board member
- list relevant rules of the constitution
- describe sources and signs of stress and stress-management strategies
- outline stress-management strategies.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – ATSI governance field of work and include access to:

- examples of codes of conduct
- participation on an actual or simulated board.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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