



Australian Government

Department of Education, Employment and Workplace Relations

BSBATSIL509B Manage self as a Board member

Release: 1

BSBATSIL509B Manage self as a Board member

Modification History

Unit Descriptor

This unit covers presenting as a confident member of the Board, respecting culture, contributing positively, working with others and seeing the big picture.

Some aspects of governance activities may be subject to legislation, rules, regulations and/or codes of practice relevant to different job roles and jurisdictions.

This unit covers presenting as a confident member of the Board, respecting culture, contributing positively, working with others and seeing the big picture.

Some aspects of governance activities may be subject to legislation, rules, regulations and/or codes of practice relevant to different job roles and jurisdictions.

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 organisations in the Indigenous community.

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 organisations in the Indigenous community.

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains 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 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

Elements and Performance Criteria

Element	Performance Criteria
1 Act in accordance with culture	1.1 Demonstrate respect for local history 1.2 Identify and follow community protocols
2 Act within professional boundaries	2.1 Adhere to personal legal responsibilities under corporations law 2.2 Follow the Code of Conduct 2.3 Identify and manage conflicts in role for Board members who are also staff 2.4 Exercise conduct of Board member without compromising the safety of self or others
3 Participate actively	3.1 Attend regularly meetings and other activities 3.2 Contribute to discussions positively and constructively 3.3 Prepared for meetings and follow up with diligence
4 Encourage and respect contributions from others	4.1 Listen to others' points of view 4.2 Represent objectively the community's views 4.3 Provide the community with feedback 4.4 Seek consensus

- 5 Work with the wider community
 - 5.1 Keep up to date with **Local Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander issues**
 - 5.2 Identify and undertake cooperative actions involving **other groups**
 - 5.3 Respect the values, policies and processes of other groups

Required Skills and Knowledge

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

Required skills

Written and oral communication

Ability to work in a team

Cross-cultural competence, including gender and disability

Evaluation and decision-making

Networking

Negotiation

Required knowledge

Cultural context - Boards are upholders of traditional and cultural values. Relevant aspects of culture may include: cultural protocols, language (both Traditional and Aboriginal English), cultural business, family and community responsibilities and Aboriginal learning styles

Community control - community participation and control in decision-making are central to organisations and the role of Boards is to support the community in these processes

Location and resources - organisations operate in diverse locations where cultural, social, economic and political conditions may vary widely. Also, acute resource shortages may also determine the options available

Legal requirements - organisations operate under provisions of federal, state or territory legislation as legal entities and funding recipients which influence decision-making

Community history

Organisation processes

Corporations Law

Rules of the constitution

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 following is essential:

Integrated demonstration of all elements of competency and their performance criteria; and

Constructive outcomes as a member of the Board

Context of and specific resources for assessment

Assessment must ensure:

This unit of competency should be assessed through the performance of Board duties, but in the event that there is no opportunity to observe such a performance a simulated environment can be used but such simulation must replicate Board conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the Board, including working with others; and transferring competency to other situations

Knowledge and performance to be assessed over time to confirm consistency in performance

Method of assessment

The following assessment method is appropriate for this unit:

Performance of Board duties, or through an accurate simulation of Board duties

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

BSBATSIL503B Manage conflict

BSBATSIC411B Communicate with the community

BSBATSIW514B Represent your
organisation.

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.

Local history may include:	- defining events - economic development - cultural diversity
Community protocols may include:	- gender - kinship - land ownership - birth, marriage and death
Legal responsibilities under corporation law may include:	- responsibilities - honesty, due diligence, declaring interests - liabilities - decisions and actions that might affect the organisation adversely
Code of Conduct may include:	- declarations of conflicts of interest - declarations of pecuniary interest
Safety of others may include:	- responsibilities to staff - services/products to the community
Local Aboriginal and Torres Strait Islander and Non-Aboriginal and Torres Strait Islander issues may include:	- competing interests in land - other developments - community tension around crime and alcohol use
Other groups may include:	- Aboriginal and Torres Strait Islander organisations - Local Government - local business

Unit Sector(s)

empty

empt

Competency field

Regulation, Licensing and Risk - ATSI Governance

Regulation, Licensing and Risk - ATSI Governance