



Australian Government

Department of Education, Employment and Workplace Relations

BSBATSIM415B Contribute to a positive and culturally appropriate workplace

Release: 1

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Modification History

Unit Descriptor

This unit covers the role of the Board member in contributing to the development and maintenance of a positive and culturally appropriate workplace.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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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.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Employability Skills Information

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.

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 Encourage respect toward people in the workplace	1.1 Recognise and enhance the positive qualities of people
	1.2 Encourage people to work in their own way
	1.3 Consider human values in decision-making
	1.4 Acknowledge past experiences and the effects of government policies
2 Provide support to others	2.1 Recognise and document the knowledge, skills and experience of others
	2.2 Share knowledge and skills with others
	2.3 Resolve issues in sensitive ways
	2.4 Listen to people
	2.5 Encourage others to take on new challenges
	2.6 Demonstrate approachability and openness to suggestions
3 Promote and encourage an environment which allows people to enhance their skills and knowledge	3.1 Promote and maintain cultural views and values in the workplace
	3.2 Support achievement of work goals
	3.3 Recognise and document achievements

- 3.4 Support undertaking of relevant **professional development**
- 4 Encourage teamwork
 - 4.1 Support a team approach
 - 4.2 Define clearly and document expectations of team members
 - 4.3 Recognise and document individuals' contributions
 - 4.4 Respect different ways of working
- 5 Provide constructive feedback
 - 5.1 Encourage the provision of constructive **feedback**
 - 5.2 Talk with people about their performance where appropriate

Required Skills and Knowledge

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

Required skills

Oral and written communication

Ability to work in a team

Mentoring

Cross-cultural competence, including gender and disability

Evaluation and decision-making

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), Aboriginal learning styles, cultural business, family and community responsibilities and local history

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

Organisation processes

Equity and diversity principles

Training options

Recruitment procedures

Induction procedures

Code of Conduct

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
Staff are managed to ensure their personal welfare

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

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.

Positive qualities may include:

attitudes
skills and abilities
initiative

Past experiences may include:

lost generation
other effects of government policies
limited educational opportunities
lost culture
trauma

Knowledge, skills and experience may include:

work
interpersonal
cultural

Others may include:

Board members
staff members

Achievements may include:

work-based
personal

Professional development may include:

career planning
work skills
personal development
cultural enhancement

Feedback may include:

to staff by staff
to staff by a Board nominee

Unit Sector(s)

empty
empt

Competency field

Regulation, Licensing and Risk - ATSI Governance
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