



**Australian Government**

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

# **BSBATSIL408C Manage a board meeting**

**Revision Number: 1**

## BSBATSIL408C Manage a board meeting

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to plan for and conduct a regular board meeting and ensure outcomes of the meeting are implemented.</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

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| <b>Application of the unit</b> | <p>This unit applies to individuals who need to conduct board meetings in their role of monitoring and guiding the activities of Aboriginal and Torres Strait Islander organisations.</p> |
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### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

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| <b>Prerequisite units</b> |  |  |
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## Employability Skills Information

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| <b>Employability skills</b> | This unit contains employability skills. |
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## Elements and Performance Criteria Pre-Content

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| 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. Plan a board meeting           | <p>1.1. Identify <b>type of meeting</b> to be conducted and any rules, <b>cultural protocols</b>, policies and procedures that affect its planning and conduct</p> <p>1.2. Prepare an agenda that reflects the business of the meeting, with consultation between the chair, secretary and manager</p> <p>1.3. Determine the date, time and location of the meeting taking into consideration all relevant rules, cultural protocols, policies and procedures</p> <p>1.4. Issue invitations to members and <b>guests</b> in a timely manner that will maximise attendance</p> <p>1.5. Plan and implement transport and other arrangements to maximise attendance</p> <p>1.6. Circulate background papers prior to the meeting in an appropriate form and with adequate time for members to prepare for the meeting</p> |
| 2. Conduct a board meeting        | <p>2.1. Ensure a quorum is present before commencing meeting</p> <p>2.2. Follow <b>rules</b> and cultural protocols</p> <p>2.3. Follow meeting agenda and timeframes</p> <p>2.4. Provide opportunities for participants to listen and speak, and show respect for different views</p> <p>2.5. Manage difficult situations that arise in a respectful and sensitive manner</p> <p>2.6. Use agreed <b>decision-making processes</b> to ensure decisions reflect participants' views</p> <p>2.7. Develop an <b>action plan</b> to implement decisions</p>                                                                                                                                                                                                                                                                 |
| 3. Identify confidential business | <p>3.1. Advise board members when to observe <b>required confidentiality</b></p> <p>3.2. Seek declarations of potential and real conflict of interest</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 4. Ensure minutes are taken       | <p>4.1. Appoint a minute taker</p> <p>4.2. Review minutes to ensure they contain <b>required information</b></p> <p>4.3. Approve minutes and provide them to members and guests as appropriate</p> <p>4.4. Ensure procedures are in place to store minutes adequately and with appropriate access</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 5. Monitor the                    | <p>5.1. Communicate decisions to <b>relevant people</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

| ELEMENT                     | PERFORMANCE CRITERIA                                                                                                             |
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| implementation of decisions | 5.2. Monitor the action plan to ensure completion<br>5.3. Present <i>reports of outcomes</i> of implementation at board meetings |

## 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
- delegation skills to identify appropriate people to take minutes and implement action plans
- evaluation and decision-making skills to monitor and review information presented to the board and enact decisions
- leadership skills to ensure the meeting remains on track and participants contribute to discussions and have their views treated with respect by others
- problem-solving skills to identify and manage potential and real conflict of interest between parties
- planning and organisational skills to prepare for the meeting

#### Required knowledge

- board meeting procedures, including documentation requirements
- board member roles and responsibilities
- concept of community control of organisations and how it may impact on conduct of meetings
- conflict of interest
- constitution provisions regarding conduct of meetings
- cultural context in which Aboriginal and Torres Strait Islander boards operate, including their role in upholding traditional and cultural values, and how that can impact on the conduct of meetings
- cultural processes and protocols relevant to the conduct of meetings
- decision-making processes
- geographic, social, economic and political contexts in which particular organisations operate and how these may impact on the conduct of meetings
- organisational policies and procedures relevant to the conduct of meetings
- provisions of federal, state or territory legislation and funding body requirements that influence board decisionmaking

## Evidence Guide

| <b>EVIDENCE GUIDE</b>                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| 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. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <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>• apply constitutional provisions relating to the planning and conduct of board meetings</li> <li>• plan for a meeting to maximise its effectiveness</li> <li>• prepare and follow the meeting agenda.</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 issues worked with by boards of governance</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 the community and stakeholders about operations.</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>• BSBATSIL411A Undertake the roles and responsibilities of a board member</li> <li>• BSBATSIL413A Review and apply the constitution.</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.

|                                                      |                                                                                                                                                                                                                                                                             |
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| <b><i>Type of meeting</i></b> may include:           | <ul style="list-style-type: none"> <li>• annual general meeting</li> <li>• regular board meeting</li> <li>• special general meeting</li> <li>• subcommittee meeting.</li> </ul>                                                                                             |
| <b><i>Cultural protocols</i></b> may include:        | <ul style="list-style-type: none"> <li>• acknowledgement</li> <li>• men's and women's business</li> <li>• order of speaking</li> <li>• providing interpreters</li> <li>• role of Elders</li> <li>• subject matters for discussion</li> <li>• welcome to country.</li> </ul> |
| <b><i>Guests</i></b> may include:                    | <ul style="list-style-type: none"> <li>• community members</li> <li>• Elders</li> <li>• government representatives</li> <li>• representatives of other organisations</li> <li>• traditional owners.</li> </ul>                                                              |
| <b><i>Rules</i></b> may include:                     | <ul style="list-style-type: none"> <li>• constitution requirements</li> <li>• cultural protocols</li> <li>• meeting procedures</li> <li>• organisational policy.</li> </ul>                                                                                                 |
| <b><i>Decision-making processes</i></b> may include: | <ul style="list-style-type: none"> <li>• consensus</li> <li>• decision by authority</li> <li>• decision by majority.</li> </ul>                                                                                                                                             |
| <b><i>Action plan</i></b> may include:               | <ul style="list-style-type: none"> <li>• who does what</li> <li>• when it is to be done</li> <li>• what is to be achieved</li> <li>• what is to be reported back.</li> </ul>                                                                                                |
| <b><i>Required confidentiality</i></b> may include:  | <ul style="list-style-type: none"> <li>• commercial in confidence</li> <li>• financial</li> <li>• legal</li> <li>• personal.</li> </ul>                                                                                                                                     |

| <b>RANGE STATEMENT</b>                          |                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Required information</i></b> may include: | <ul style="list-style-type: none"> <li>• meeting date, time and location</li> <li>• apologies</li> <li>• people present</li> <li>• items discussed</li> <li>• details of discussion</li> <li>• motions</li> <li>• mover and seconder</li> <li>• votes</li> <li>• decisions made</li> <li>• action plans</li> <li>• who is responsible</li> <li>• time meeting closed</li> <li>• next meeting date.</li> </ul> |
| <b><i>Relevant people</i></b> may include:      | <ul style="list-style-type: none"> <li>• board members</li> <li>• community members</li> <li>• committees</li> <li>• funding bodies</li> <li>• partner organisations</li> <li>• staff</li> <li>• visitors.</li> </ul>                                                                                                                                                                                         |
| <b><i>Reports of outcomes</i></b> may include:  | <ul style="list-style-type: none"> <li>• evaluation reports</li> <li>• information reports</li> <li>• progress reports</li> <li>• research reports.</li> </ul>                                                                                                                                                                                                                                                |

## Unit Sector(s)

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| <b>Unit sector</b> |  |
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## Competency field

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

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| Co-requisite units |  |  |
|                    |  |  |