



Australian Government

Department of Education, Employment and Workplace Relations

BSBATSIL412A Participate effectively as a board member

Revision Number: 1

BSBATSIL412A Participate effectively as a board member

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, 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. Some aspects of governance activities may be subject to legislation, rules, regulations and codes of practice relevant to different job roles and jurisdictions.
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Application of the Unit

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 the organisation.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Act in accordance with culture 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 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 the 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

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- teamwork skills to:
 - work with others
 - participate in discussions and decision making
- communication skills to ensure culturally appropriate communication takes place in meeting environments
- culturally appropriate communication skills to relate to people from diverse backgrounds and with diverse abilities
- evaluation and decision-making skills
- listening and speaking skills to participate effectively in discussions
- self-management skills to implement stress-management strategies when required
- time-management skills to organise time effectively in order to maximise effectiveness as a board member

Required knowledge

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

Evidence Guide

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 ability to: • undertake board duties according to cultural and legal responsibilities • actively contribute to board discussions and decision making • manage time and stress effectively to participate in board activities.
Context of and specific resources for assessment	Assessment must ensure: • access to examples of codes of conduct • knowledge and performance are assessed over time to confirm consistency in performance • participation on an actual or simulated board.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • direct questioning combined with reflection of practical board performance by the candidate • observation of performance in role plays • observation of performance on a board or simulated board • observation of presentations and group discussions • oral or written questioning to assess knowledge.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBATSIC411C Communicate with the community • BSBATSIL411A Undertake the roles and responsibilities of a board member.

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.

<i>Local history</i> may relate to:	• cultural diversity • defining events • economic development • Elders • traditional owners.
<i>Community protocols</i> may relate to:	• gender • kinship • land ownership • men's and women's business • significant events, such as birth, marriage and death • welcome to country and acknowledgements.
<i>Legal responsibilities under corporation law</i> may relate to:	• liabilities • responsibilities.
<i>Code of conduct</i> may relate to:	• declarations of conflict of interest • declarations of pecuniary interest • written or agreed organisation and/or board codes of conduct.
<i>Local Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander issues</i> may include:	• community tension around local issues • competing interests in land • local politics • other developments.
<i>Other groups</i> may include:	• Aboriginal and Torres Strait Islander organisations • local businesses • local government • non-Aboriginal and Torres Strait Islander organisations.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Regulation, licensing and risk - ATSI governance
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Co-requisite units

Co-requisite units		