

CHCCD509C

Support community leadership

Descriptor

This unit describes the knowledge and skills required to design, provide and promote a supporting structure and environment to enable effective and viable leadership to be provided within the community

Employability Skills

This unit contains Employability Skills

Application

This unit is intended for application within a community work or community development work context

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Develop and maintain *support mechanisms*

PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

1.1 Design a range of *support mechanisms* to enable the identification of the role, responsibilities, context and accountability of *community leadership*

1.2 Identify and address factors which might have an impact on the effectiveness of *community leadership*

1.3 Include resources required to support *community leadership* development in resource allocations

2. Promote *community leadership*

2.1 Create and respond to opportunities to routinely promote the importance of *community leadership*

2.2 Ensure the development of *structures*, processes and practice reflects the defined role and importance of *community leadership*

3. Develop leadership skills

3.1 Design and provide learning programs aimed to develop leadership skills

3.2 Implement a range of activities to assist the development of *community leadership*

3.3 Provide individuals with structured and supported opportunities to experience leadership

3.4 Identify and acknowledge the expertise, skills and contributions of the community to leadership

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

- Community development principles and strategies
- Concepts of effective leadership
- Structure and nature of the community
- Significant cultural awareness, practices and protocol
- Availability of skills development training
- Support mechanisms and structures in the range of relevant communities and cultural contexts

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify and develop opportunities for leadership within the community
- Provide support for leadership structures and the development of individuals

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

- Demonstrate application of skills in:
 - negotiation
 - liaison
 - networking
 - facilitation

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. Add any 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.

Community leadership may include:

- Individuals acting in a formal representative role
- Elected management committees
- Formally constituted groups/steering committees/reference groups
- Key people with recognised influence

Support mechanisms may include:

- Resources
- Information/training development
- Recruitment and selection of leaders and managers
- Networks
- Groups
- Practice frameworks
- Individual and ongoing support
- Procedures for identifying potential community leaders

Structures may include:

- Management
- Consultations
- Accountability
- Decision-making
- Advisory systems
- Policy, guidelines, objectives and principles
- Resources

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be best assessed in the workplace or in an environment that simulates the normal range of workplace conditions
- Consistency in performance should consider the range of situations in which workers will be supporting community leadership

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to a workplace or community or to an effectively simulated environment

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Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a ‘period of time’ and/or in a ‘number of locations’, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons