BSBCMN302A Organise personal work priorities and development
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Modification History
Not applicable.

Unit Descriptor
This unit covers the skills and knowledge required to organise own work schedules, monitor and obtain feedback on work performance, and maintain required levels of competence. This unit is related to BSBCMN202A Organise and complete daily work tasks and BSBCMN402A Develop work priorities.

Application of the Unit
Not applicable.

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
Not applicable.

Employability Skills Information
Not applicable.

Elements and Performance Criteria Pre-Content
Not applicable.
## Elements and Performance Criteria

### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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<tr>
<td>1</td>
<td><strong>Organise and complete own work schedule</strong></td>
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<tr>
<td></td>
<td>1.1 Work goals and objectives are understood, negotiated and agreed in accordance with organisational requirements</td>
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<td>1.2 Workload is assessed and prioritised to ensure completion within identified timeframes</td>
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<td>1.3 Factors affecting the achievement of work objectives are identified and incorporated into work plans</td>
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<td>1.4 Business technology is used efficiently and effectively to manage and monitor scheduling and completion of tasks</td>
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<td>2</td>
<td><strong>Monitor own work performance</strong></td>
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<td></td>
<td>2.1 Personal work performance is accurately monitored and adjusted to ensure maintenance of job quality and customer service</td>
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<td>2.2 Feedback on performance is actively sought from colleagues and clients and evaluated in the context of individual and group requirements</td>
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<td>2.3 Variations in the quality of service and products are routinely identified and reported in accordance with organisational requirements</td>
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<td>3</td>
<td><strong>Develop and maintain own competence level</strong></td>
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<td></td>
<td>3.1 Personal knowledge and skills are assessed against competency standards performance descriptions to determine development needs and priorities</td>
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<td></td>
<td>3.2 Opportunities for improvement are identified and planned in liaison with colleagues</td>
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<td>3.3 Feedback is used to identify and develop ways to improve competence within available opportunities</td>
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<td>3.4 New skills and opportunities to develop them are identified to achieve and maintain continuous learning</td>
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<td>3.5 Records and documents relating to achievements and assessments are stored and maintained in</td>
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accordance with own requirements

**Required Skills and Knowledge**

Not applicable.
Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

**Critical Aspects of Evidence**

Preparing work plans
Prioritising and scheduling work objectives and tasks
Seeking and acting on feedback from clients and colleagues
Reviewing own work performance against achievements through self assessment
Accessing learning opportunities to extend own personal work competencies

**Underpinning Knowledge**

* At this level the learner must demonstrate some relevant theoretical knowledge.
The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
Understanding the organisation's policies, plans and procedures
Knowledge of methods to elicit, analyse and interpret feedback
Understanding techniques to prepare personal plans and establish priorities
Knowledge of the principles and techniques of goal setting, measuring performance, time management and personal assessment
Understanding processes to interpret competency standards and apply them to self
Understanding methods to identify and prioritise personal learning needs

**Underpinning Skills**

Literacy skills for reading and understanding the organisation's procedures, own work goals and objectives
Proofreading and editing skills for checking own work
Planning skills to organise work priorities and arrangements
Problem solving skills to solve routine problems
Communication skills including giving and receiving constructive feedback on development needs
Technology skills including the ability to select and use technology appropriate to a task
Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

**Consistency of Performance**

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

**Context/s of Assessment**

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.
Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit.

**Key Competency Levels**

- **Collecting, analysing and organising information** (Level 2) - to measure self-performance
- **Communicating ideas and information** (Level 1) - with members of the work team
- **Planning and organising activities** (Level 2) - for self
- **Working with teams and others** (Level 2) - in completing scheduled tasks
- **Using mathematical ideas and techniques** (Level 1) - as an aid to measure and schedule tasks
- **Solving problems** (Level 2) - as an aid to self-development
- **Using technology** (Level 2) - to manage scheduling and completion of tasks

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies. The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

**Critical Aspects of Evidence**

- Preparing work plans
- Prioritising and scheduling work objectives and tasks
- Seeking and acting on feedback from clients and colleagues
- Reviewing own work performance against achievements through self-assessment
- Accessing learning opportunities to extend own personal work competencies

**Underpinning Knowledge**

* At this level the learner must demonstrate some relevant theoretical knowledge.

The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination.

Understanding the organisation’s policies, plans and procedures.

Knowledge of methods to elicit, analyse and interpret feedback.

Understanding techniques to prepare personal plans and establish priorities.

Knowledge of the principles and techniques of goal setting, measuring performance, time management and personal assessment.

Understanding processes to interpret competency standards and apply them to self.

Understanding methods to identify and prioritise personal learning needs.

**Underpinning Skills**

- Literacy skills for reading and understanding the organisation’s procedures, own work goals and objectives.
- Proofreading and editing skills for checking own work.
- Planning skills to organise work priorities and arrangements.
- Problem solving skills to solve routine problems.
- Communication skills including giving and receiving constructive feedback on development needs.

Technology skills including the ability to select and use technology appropriate to a task.

Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities.

**Resource Implications**
The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

**Consistency of Performance**

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

**Context/s of Assessment**

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Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit.

**Key Competency Levels**

- **Collecting, analysing and organising information** (Level 2) - to measure self-performance
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- **Using mathematical ideas and techniques** (Level 1) - as an aid to measure and schedule tasks
- **Solving problems** (Level 2) - as an aid to self-development
- **Using technology** (Level 2) - to manage scheduling and completion of tasks

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.
Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

They may use legislation, codes and national standards relevant to the workplace
including:
- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Work goals and objectives may include:
- sales targets
- reporting deadlines
- production targets
- budgetary targets
- team participation
- team and individual learning goals

Organisational requirements may be included in:
- quality assurance and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- business and performance plans
- access and equity principles and practice
- ethical standards
- Occupational Health and Safety policies, procedures and programs
- quality and continuous improvement processes and standards
- defined resource parameters

Factors affecting the achievement of work objectives may include:
- competing work demands
- technology/equipment breakdowns
- unforeseen incidents
- workplace hazards, risks and controls
- environmental factors such as time, weather, etc
- resource and materials availability
- budget constraints

Business technology may include:
- computers
- computer applications
- modems
- personal schedulers
- e-mail
- internet/extranet/intranet
- photocopiers
- scanners
- facsimile machines
Feedback on performance may include:
- formal/informal performance appraisals
- obtaining feedback from supervisors and colleagues
- obtaining feedback from clients
- personal, reflective behaviour strategies
- routine organisational methods for monitoring service delivery

**Competency standards are standards which measure:**
- all those personal and technical knowledge, skills and attitudinal aspects (competencies) required to effectively and efficiently undertake the day to day tasks and duties of the practitioner's work function

**Opportunities for improvement may include:**
- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- work experience/exchange/opportunities
- personal study
- career planning/development
- performance appraisals
- workplace skills assessment
- quality assurance assessments and recommendations

**Recognition of Prior Learning**
The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

**They may use legislation, codes and national standards relevant to the workplace including:**
- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

**Work goals and objectives may include:**
- sales targets
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- team participation
- team and individual learning goals

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- goals, objectives, plans, systems and processes
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- business and performance plans
- access and equity principles and practice
- ethical standards
- Occupational Health and Safety policies, procedures and programs
quality and continuous improvement processes and standards
defined resource parameters
**Factors affecting the achievement of work objectives may include:**
competing work demands
technology/equipment breakdowns
unforeseen incidents
workplace hazards, risks and controls
environmental factors such as time, weather, etc
resource and materials availability
budget constraints
**Business technology may include:**
computers
computer applications
modems
personal schedulers
e-mail
internet/extranet/intranet
photocopiers
scanners
facsimile machines
printers
**Feedback on performance may include:**
formal/informal performance appraisals
obtaining feedback from supervisors and colleagues
obtaining feedback from clients
personal, reflective behaviour strategies
routine organisational methods for monitoring service delivery
**Competency standards are standards which measure:**
all those personal and technical knowledge, skills and attitudinal aspects (competencies) required to effectively and efficiently undertake the day to day tasks and duties of the practitioner's work function
**Opportunities for improvement may include:**
coaching, mentoring and/or supervision
formal/informal learning programs
internal/external training provision
work experience/exchange/opportunities
personal study
career planning/development
performance appraisals
workplace skills assessment
quality assurance assessments and recommendations
Recognition of Prior Learning

**Unit Sector(s)**
Not applicable.