Australian Government

Department of Education, Employment and Workplace Relations

BSBCMN302A Organise personal work priorities and development

Release: 1

ISC INDUSTRY SKILLS COUNCILS
Creating Australia's Future

BSBCMN302A Organise personal work priorities and development

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.
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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

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

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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

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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

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

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Recognition of Prior Learning

Unit Sector(s)

Not applicable.

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