BSBCMN402A Develop work priorities

Modification History
Not applicable.

Unit Descriptor
This unit covers the skills and knowledge required to plan own work schedules, monitor and obtain feedback on work performance and development.
This unit is related to BSBCMN302A Organise personal work priorities and development.
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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

### Elements and Performance Criteria

<table>
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<th>Element</th>
<th>Performance Criteria</th>
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| 1. Plan and complete own work schedule | 1.1 Workgroup plans are prepared to reflect consideration of resources, client needs and workgroup targets  
1.2 Work objectives and priorities are analysed and incorporated into personal schedules and responsibilities  
1.3 Factors affecting the achievement of work objectives are identified and contingencies established and incorporated into work plans  
1.4 Business technology is used efficiently and effectively to manage and monitor planning completion and scheduling of tasks |
| 2. Monitor own work performance | 2.1 Personal performance standards are identified and analysed through self-assessment and feedback from others on the achievement of work objectives  
2.2 Feedback on performance is actively sought from colleagues and clients and evaluated in 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. Coordinate professional development | 3.1 Personal knowledge and skills are assessed against competency standards performance descriptions to determine development needs and priorities  
3.2 Opportunities for improvement and sources of learning are researched 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 are identified and professional development activities are accessed and completed to facilitate continuous learning and career development |
3.5 Records and documents relating to achievements and assessments are stored and maintained in accordance with organisational 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 and communicating work plans
Scheduling work objectives and tasks to support the achievement of goals
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
Using business technology to monitor self development

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

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
Understanding of methods to elicit, analyse and interpret feedback
Knowledge of techniques to prepare personal plans and establish priorities
Knowledge of quality standards for products and services
Knowledge of relevant business technology applications
Understanding of methods to evaluate own performance
Processes to interpret competency standards and apply them to self
Methods to identify and prioritise personal learning needs
Understanding range of professional development activities and criteria to apply in choosing between them

Underpinning Skills

Literacy skills to understand the organisation's policies and procedures; interpret competency standards; use a variety of strategies for planning and reviewing own work
Problem solving skills to develop contingency plans
Evaluation skills for assessing outcomes
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
Time management skills to complete tasks within agreed timeframes
Observation skills for identifying opportunities for learning and development
Participation skills for integrating as a member of a work team
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 2) 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

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Knowledge of relevant business technology applications
Understanding of methods to evaluate own performance
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Methods to identify and prioritise personal learning needs
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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
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

Workgroup plans may include:
- sales plans
- reporting plans
- production plans
- budgetary plans
- team participation
- work schedules
- team and individual learning goals

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

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

Business technology may include:
- computers
- computer applications
- personal schedules
- modems
- scanners
- e-mail and internet/intranet/extranet
- photocopiers
- facsimile machines
- printers

Feedback on performance may include:
- formal/informal performance appraisals
obtaining comments from supervisors and colleagues
obtaining comments from clients
personal, reflective behaviour strategies
routine organisational methods for monitoring service delivery

**Organisational requirements may be included in:**
quality assurances 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
declared resource parameters

**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

**Professional development activities 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

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

**Workgroup plans may include:**
sales plans
reporting plans
production plans
budgetary plans
team participation
work schedules
team and individual learning goals

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

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

Business technology may include:
computers
computer applications
personal schedules
modems
scanners
e-mail and internet/intranet/extranet
photocopiers
facsimile machines
printers

Feedback on performance may include:
formal/informal performance appraisals
obtaining comments from supervisors and colleagues
obtaining comments from clients
personal, reflective behaviour strategies
routine organisational methods for monitoring service delivery

Organisational requirements may be included in:
quality assurances 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

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

Professional development activities 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
Recognition of Prior Learning

**Unit Sector(s)**

Not applicable.