Australian Government

Department of Education, Employment and Workplace Relations

# BSBWOR501A Manage personal work priorities and professional development

**Release: 1**

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

## BSBWOR501A Manage personal work priorities and professional development

## Modification History

Not Applicable

## Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage own performance and professional development. Particular emphasis is on setting and meeting priorities, analysing information and using a range of strategies to develop further competence.
No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

## Application of the Unit

This unit applies to managers and focuses on the need for managers to be organised, focussed and skilled, in order to effectively manage the work of others. As such it is an important unit for most managers, particularly as managers serve as role models and have a significant influence on the work culture and patterns of behaviour.

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

This unit contains employability skills.

## 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 |
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| 1. Establish personal work goals | 1.1. Serve as a positive role model in the workplace through personal work planning and organisation<br>1.2. Ensure personal work goals, plans and activities reflect the organisation's plans, and *own responsibilities and accountabilities*<br>1.3. Measure and maintain personal performance in varying work conditions, work contexts and contingencies |
| 2. Set and meet own work priorities | 2.1. Take initiative to prioritise and facilitate competing demands to achieve personal, team and organisational goals and objectives<br>2.2. Use *technology* efficiently and effectively to manage work priorities and commitments<br>2.3. Maintain appropriate work-life balance, and ensure stress is effectively managed and health is attended to |
| 3. Develop and maintain professional competence | 3.1. Assess personal knowledge and skills against *competency standards* to determine development needs, priorities and plans<br>3.2. Seek feedback from employees, *clients and colleagues* and use this feedback to identify and develop ways to improve competence<br>3.3. Identify, evaluate, select and use *development opportunities* suitable to personal learning style/s to develop competence<br>3.4. Undertake participation in networks to enhance personal knowledge, skills and work relationships<br>3.5. Identify and develop new skills to achieve and maintain a competitive edge |

# Required Skills and Knowledge

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

**Required skills**

- communication skills to receive, analyse and report on feedback
- literacy skills to interpret written and verbal information about workplace requirements
- organisational skills to set and achieve priorities.

**Required knowledge**

- principles and techniques involved in the management and organisation of:
  - performance measurement
  - personal behaviour, self-awareness and personality traits identification
  - personal development plan
  - personal goal setting
  - time management
- management development opportunities and options for self
- organisation's policies, plans and procedures
- types of learning style/s and how they relate to the individual
- types of work methods and practices that can improve personal performance.

# Evidence Guide

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| 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. | |

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| **Overview of assessment** | |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | Evidence of the following is essential: <ul><li>systems and processes (electronic or paper-based) used to organise and prioritise tasks, which show how work is managed</li><li>personal development plan, with career objectives and an action plan</li><li>knowledge of relevant legislation.</li></ul> |
| **Context of and specific resources for assessment** | Assessment must ensure: <ul><li>access to appropriate documentation and resources normally used in the workplace.</li></ul> |
| **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: <ul><li>analysis of responses to case studies and scenarios</li><li>direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li><li>observation of presentations</li><li>oral or written questioning to asses knowledge of work methods and practices that can improve personal performance</li><li>review of personal work goals, plans and activities</li><li>evaluation of work-life balance</li><li>review of documentation assessing personal knowledge and skills against competency standards.</li></ul> |
| **Guidance information for assessment** | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: <ul><li>other units from the Diploma of Management.</li></ul> |

# 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.

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| ***Own responsibilities and accountabilities*** may include: | • expectations of workplace performance as expressed in a performance plan<br>• outputs as expressed in position descriptions or duty statements<br>• statement of conduct outlining an individual's responsibilities/actions/performance |
| ***Technology*** may include: | • computerised systems and software, databases, project management and word processing<br>• electronic diary<br>• personal digital assistant (PDA) |
| ***Competency standards*** may include: | • enterprise-specific units of competency consistent with work requirements<br>• nationally endorsed units of competency consistent with work requirements |
| ***Clients and colleagues*** may be: | • colleagues at the same level and more senior managers<br>• internal or external customers<br>• people from a wide range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities<br>• team members |
| ***Development opportunities*** may include: | • action learning<br>• coaching<br>• exchange/rotation<br>• induction<br>• mentoring<br>• shadowing<br>• structured training programs |

# Unit Sector(s)

Management and Leadership - Management