**Australian Government**

**Department of Education, Employment and Workplace Relations**

# BSBWOR404B Develop work priorities

**Revision Number: 1**

**INDUSTRY SKILLS COUNCILS**
Creating Australia's Future

## BSBWOR404B Develop work priorities

## Modification History

Not applicable.

## Unit Descriptor

| Unit descriptor | This unit describes the performance outcomes, skills and knowledge required to plan one's own work schedules, to monitor and to obtain feedback on work performance and development.   It also addresses the requirement to take responsibility for one's own career planning and professional development. |
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| | No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement. |

## Application of the Unit

| Application of the unit | This unit applies to individuals who are required to design their own work schedules and work plans, and to establish priorities for their work.   They will typically hold some responsibilities for the work of others and have some autonomy in relation to their own role. |
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## Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

| Prerequisite units | | |
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## Employability Skills Information

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| **Employability skills** | This unit contains employability skills. |

## Elements and Performance Criteria Pre-Content

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| 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. |

# Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| 1. Plan and complete own work schedule | 1.1. Prepare **Workgroup** plans which reflect consideration of resources, client needs and workgroup targets<br><br>1.2. Analyse and incorporate **Work objectives** and priorities into personal schedules and responsibilities<br><br>1.3. Identify **Factors affecting the achievement of work objectives** and establish contingencies and incorporate them into work plans<br><br>1.4. Efficiently and effectively use **Business technology** to manage and monitor planning completion and scheduling of tasks |
| 2. Monitor own work performance | 2.1. Identify and analysed personal performance through self-assessment and feedback from others on the achievement of work objectives<br><br>2.2. Seek and evaluate **Feedback on performance** from colleagues and clients in the context of individual and group requirements<br><br>2.3. Routinely identify and report on variations in the quality of service and performance in accordance with organisational requirements |
| 3. Coordinate professional development | 3.1. Assess personal knowledge and skills against organisational benchmarks to determine development needs and priorities<br><br>3.2. Research and identify sources and plan for opportunities for improvement in consultation with colleagues<br><br>3.3. Use **Feedback** to identify and develop ways to improve competence within available opportunities<br><br>3.4. Identify, access and complete **professional development activities** to assist career development<br><br>3.5. Store and maintain records and documents relating to achievements and assessments in accordance with organisational requirements |

# Required Skills and Knowledge

| REQUIRED SKILLS AND KNOWLEDGE |
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| This section describes the skills and knowledge required for this unit. |
| **Required skills** |
| • learning skills to recognise and develop new and necessary skills and knowledge<br>• literacy skills to understand the organisation's policies, procedures and communications, to write personal work plans and professional development plans, and to request and receive feedback about performance<br>• organising skills to prioritise, manage time and meet deadlines<br>• problem solving skills to develop contingency plans |
| **Required knowledge** |
| • knowledge of relevant business technology applications to schedule tasks and plan work<br>• knowledge of techniques to prepare personal plans and establish priorities<br>• methods to identify and prioritise personal learning needs<br>• understanding of a range of professional development options<br>• understanding of methods to elicit, analyse and interpret feedback<br>• understanding of methods to evaluate own performance |

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# Evidence Guide

| 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. | |
| **Overview of assessment** | |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | Evidence of the following is essential:<br>• preparing and communicating own work plan<br>• scheduling work objectives and tasks to support the achievement of goals<br>• seeking and acting on feedback from clients and colleagues<br>• reviewing own work performance against achievements through self-assessment<br>• accessing learning opportunities to extend own personal work competencies<br>• using business technology to monitor self development. |
| **Context of and specific resources for assessment** | Assessment must ensure:<br>• the learner and trainer should have access to appropriate documentation and resources normally used in the workplace |
| **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:<br>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate<br>• observation of performance in role plays<br>• observation of presentations<br>• review of work and professional development plans. |
| **Guidance information for assessment** | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:<br>• Other units from the Certificate IV in Frontline Management. |

# Range Statement

| **RANGE STATEMENT** | |
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| 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. | |
| ***Workgroup plans*** may include: | • budgetary plans<br>• production plans<br>• reporting plans<br>• sales plans<br>• team and individual learning goals<br>• team participation<br>• work schedules |
| ***Work objectives*** may include: | • budgetary targets<br>• production targets<br>• reporting deadlines<br>• sales targets<br>• team and individual learning goals<br>• team participation |
| ***Factors affecting the achievement of work objectives*** may include: | • budget constraints<br>• competing work demands<br>• environmental factors such as time, weather, etc<br>• personnel<br>• resource and materials availability<br>• technology/equipment breakdowns<br>• unforeseen incidents |
| ***Business technology*** may include: | • computer applications<br>• computers<br>• email and internet/intranet/extranet<br>• facsimile machines<br>• modems<br>• personal schedules<br>• photocopiers<br>• printers<br>• scanners |
| ***Feedback on performance*** may include: | • formal/informal performance appraisals<br>• obtaining comments from clients<br>• obtaining comments from supervisors and |

| RANGE STATEMENT | |
|---|---|
| | colleagues<br>• personal, reflective behaviour strategies<br>• routine organisational methods for monitoring service delivery |
| *Professional development activities* may include: | • career planning/development<br>• coaching, mentoring and/or supervision<br>• formal/informal learning programs<br>• internal/external training provision<br>• performance appraisals<br>• personal study<br>• Recognition of Prior Learning<br>• work experience/exchange/opportunities<br>• workplace skills assessment |

# Unit Sector(s)

| Unit sector | |
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| ELEMENT | PERFORMANCE CRITERIA |
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# Competency field

| Competency field | Management and Leadership - Management |
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# Co-requisite units

| Co-requisite units | | |
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