



Australian Government

Department of Education, Employment and Workplace Relations

BSBCMN402A Develop work priorities

Release: 1

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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

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Element	Performance Criteria
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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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

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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

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
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

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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

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sales plans
reporting plans
production plans
budgetary plans
team participation
work schedules
team and individual learning goals

Work objectives may include:

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reporting deadlines

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Factors affecting the achievement of work objectives may include:

competing work demands

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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

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personal, reflective behaviour strategies

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performance appraisals
workplace skills assessment
Recognition of Prior Learning

Unit Sector(s)

Not applicable.