



Australian Government

Department of Education, Employment and Workplace Relations

BSBFLM501B Manage personal work priorities and professional development

Release: 1

BSBFLM501B Manage personal work priorities and professional development

Modification History

Not applicable.

Unit Descriptor

This unit specifies the outcomes required to manage own performance and professional development. Particular emphasis is on setting and meeting priorities, analysing information and using strategies to develop further competence.

This unit replaces BSBFLM501A Manage personal work priorities and professional development.

Frontline managers are responsible for managing their own performance and professional development.

At this level, work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement using a range of problem solving and decision making strategies.

This unit builds on BSBCMN402A Develop work priorities. Consider co-assessment with BSBFLM506B Manage workplace information systems, BSBFLM511B Develop a workplace learning environment and BSBFLM512A Ensure team effectiveness.

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This unit replaces BSBFLM501A Manage personal work priorities and professional development.

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This unit builds on BSBCMN402A Develop work priorities. Consider co-assessment with BSBFLM506B Manage workplace information systems, BSBFLM511B Develop a workplace learning environment and BSBFLM512A Ensure team effectiveness.

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 Establish personal work goals	1.1 Personal work planning and organisation serve as a positive role model in the workplace 1.2 Personal work goals, plans and activities reflect the organisation's plans, and own responsibilities and accountabilities 1.3 Individual initiative is taken to achieve and extend personal work goals beyond those planned 1.4 Personal performance is measured and maintained in varying work conditions, work contexts and contingencies
2 Set and meet own work priorities	2.1 Initiative is taken to prioritise and facilitate competing demands to achieve personal, team and the organisation's goals and objectives 2.2 Technology is used efficiently and effectively to manage work priorities and commitments
3 Develop and maintain professional competence	3.1 Personal knowledge and skills are assessed against competency standards to determine development needs, priorities and plans 3.2 Feedback from employees, clients and colleagues is sought and used to identify and develop ways to improve competence

- 3.3 Development opportunities suitable to personal learning style(s) are identified, evaluated, selected and used to develop competence
- 3.4 Participation in networks is undertaken to enhance personal knowledge, skills and work relationships
- 3.5 New skills are identified and developed to achieve and maintain a competitive edge

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency. Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this standard must be able to provide evidence that they have the competencies to prepare personal work plans and establish personal work priorities. They must be able to show evidence of the ability to assess their own performance and to identify and act on their own professional development needs.

Specific Evidence Requirements

Required knowledge and understanding include:

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

the principles and techniques involved in the management and organisation of:

- personal goal setting
- performance measurement
- time management
- personal behaviour, self-awareness and personality traits identification
- personal development plan

the organisation's policies, plans and procedures

the types of work methods and practices which can improve personal performance

the types of learning style(s) and how they relate to the individual

the management development opportunities and options for self

Required skills and attributes include:

ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

functional literacy skills to interpret written and oral information about workplace requirements

communication skills, including receiving and analysing feedback and reporting

a range of skills to support work management and development:

- researching information to develop personal and work plans
- eliciting, analysing and interpreting feedback
- analysing culturally different viewpoints and taking them into account in personal and work plans
- monitoring workplace trends related to work role and responsibilities
- using information systems to assist establish work plans
- assessing the effectiveness of own management development
- developing and maintaining professional networks

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks. The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (3)

consulting with members of work team and professional networks to obtain feedback to identify and develop ways to improve competence

Collecting, analysing and organising information (3)

measuring self-performance and developing work plan

Planning and organising activities (3)

developing work plan and setting own priorities

Working in a team (3)

using professional networks to aid professional development and to obtain feedback

Using mathematical ideas and techniques (1)

using these as an aid to measure and plan personal goals

Solving problems (3)

addressing problems related to achievement of work and development plans

Using technology (3)

using technology to aid effective communication and aid development of plan

Innovation skills (3)

developing and using innovative approaches to the development of personal skill development and goal setting

Products that could be used as evidence include:

documentation produced in managing personal work priorities and professional development, such as:

- contribution to organisational policies and procedures
- procedures and policies for professional development, and related codes of conduct
- actions taken to address professional development, information collection and retrieval
- actions taken to address methods of analysing information and developing and/or maintaining a professional development information system
- learning and development plans for self
- actions taken to address internal and external information management issues
- reviews of people management
- advice and input into management decisions related to professional development

Processes that could be used as evidence include:

how personal work planning and allocation has been managed

examples of how individual initiative has been used and personal work goals have been extended

how personal performance has been measured

examples of how initiative has been taken to prioritise and facilitate competing demands to achieve goals and objectives

how technology has been used to manage work priorities

how personal knowledge and skills have been assessed

how feedback has been sought from employees, clients and colleagues and acted on to develop improved competence

how individual learning and development pathways have been developed

how new skills have been identified and developed to gain a competitive edge

Resource implications for assessment include:

access by the learner and trainer to appropriate documentation and resources normally used in the workplace

Validity and sufficiency of evidence requires:

that this unit can be assessed in the workplace or in a closely simulated work environment
that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
that examples of actions taken by the candidate to manage personal work priorities and professional development are provided

Integrated competency assessment means:

that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate's leadership role in a work team and as part of an integrated assessment activity

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- performance measurement
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- personal development plan

the organisation's policies, plans and procedures

the types of work methods and practices which can improve personal performance

the types of learning style(s) and how they relate to the individual

the management development opportunities and options for self

Required skills and attributes include:

ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

functional literacy skills to interpret written and oral information about workplace requirements

communication skills, including receiving and analysing feedback and reporting

a range of skills to support work management and development:

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Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace may include:

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 (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination

relevant industry codes of practice

OHS considerations may include:

knowledge of OHS legislation, principles and practice within the context of the organisation's operations and plans

OHS practice as an ethical standard and legislative requirement

training of all employees in health and safety procedures, and updating of records

inclusion of OHS in personal work priorities within the context of the organisation

adjustment of communication and OHS approach to cater for social and cultural diversity and special needs

Own responsibilities and accountabilities may include:

a statement of conduct outlining an individual's responsibilities/actions/performance

outputs as expressed in position descriptions or duty statements

expectations of workplace performance as expressed in a performance plan

Technology may include:

computerised systems and software such as databases, project management and word-processing

telecommunications devices

any other technology used to carry out work roles and responsibilities

Competency standards may include:

nationally endorsed units of competency consistent with work requirements of the diploma

enterprise-specific units of competency consistent with work requirements of the diploma

Clients and colleagues may be:

internal or external customers

team members

colleagues at the same level and more senior managers

people from a wide range of social, cultural and ethnic backgrounds and physical and mental abilities

Development opportunities may include:

induction

mentoring

action learning

coaching

shadowing

exchange/rotation

structured training programs

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Unit Sector(s)

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