Australian Government

Department of Education, Employment and Workplace Relations

BSBWOR301B Organise personal work priorities and development

Release: 1

ISC INDUSTRY SKILLS COUNCILS
Creating Australia's Future

BSBWOR301B Organise personal work priorities and development

Modification History

Release	Comments
Release 1	This version first released with *BSB07 Business Training Package version 6.0* Revised unit. Performance criteria and required skills updated to focus on learning and development practices, KPIs and compliance with policy and procedures. Replaces BSBWOR301A Organise personal work priorities and development

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to organise own work schedules, to monitor and obtain feedback on work performance, and to maintain required levels of competence.   Operators may exercise discretion and judgement using appropriate theoretical knowledge of work scheduling and performance improvement to provide technical advice and support to a team.

Application of the Unit

This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
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

1. Organise and complete own work schedule	1.1 Ensure that *work goals, objectives* or *KPIs* are understood, negotiated and agreed in accordance with *organisational requirements* 1.2 Assess and prioritise workload to ensure tasks are completed within identified timeframes 1.3 Identify *factors affecting the achievement of work objectives* and incorporate contingencies into work plans 1.4 Use *business technology* efficiently and effectively to manage and monitor scheduling and completion of tasks
2. Monitor own work performance	2.1 Accurately monitor and adjust personal work performance through self-assessment to ensure achievement of tasks and compliance with legislation and work processes or KPIs 2.2 Ensure that *feedback on performance* is actively sought and evaluated from colleagues and clients in the context of individual and group requirements 2.3 Routinely identify and report on variations in the quality of and *products and services* according to organisational requirements 2.4 Identify *signs of stress* and effects on *personal wellbeing* 2.5 Identify *sources of stress* and access appropriate *supports and resolution strategies*
3. Coordinate personal skill development and learning	3.1 Identify personal learning and professional development needs and skill gaps using self-assessment and advice from colleagues and clients in relation to role and organisational requirements 3.2 Identify, prioritise and plan opportunities for undertaking personal skill development activities in liaison with work groups and relevant personnel 3.3 Access, complete and record *professional development opportunities* to facilitate continuous learning and career development 3.4 Incorporate formal and informal feedback into review of further learning needs

Required Skills and Knowledge

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

Required skills

- communication skills to give and receive constructive feedback relating to development needs
- literacy skills to read and understand the organisation's procedures
- planning skills to organise work priorities according to work goals and objectives
- problem-solving skills to solve routine problems
- self-management skills to:
    - comply with policies and procedures
    - consistently evaluate and monitor own performance
    - seek learning opportunities.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
    - anti-discrimination legislation
    - ethical principles
    - codes of practice
    - privacy laws
    - occupational health and safety (OHS)
- organisational policies, plans and procedures
- methods to elicit, analyse and interpret feedback
- principles and techniques of goal setting, measuring performance, time management and personal assessment
- competency standards and how to interpret them in relation to self
- methods to identify and prioritise personal learning needs.

Evidence Guide

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: - preparing work plans - scheduling and prioritising work objectives and tasks - knowledge of the principles and techniques of goal setting, measuring performance, time management and personal assessment.
Context of and specific resources for assessment	Assessment must ensure: - access to an actual workplace or simulated environment - access to office equipment and resources - examples of work schedules and performance improvement plans.
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: - direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate - review of self-assessment documentation outlining learning and development needs - analysis of responses to case studies and scenarios - demonstration of techniques - oral or written questioning to assess knowledge of methods to identify and prioritise personal learning needs - evaluation of planning for personal skill development activities and professional development opportunities.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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.

Work goals and objectives may include:	• budgetary targets • production targets • reporting deadlines • sales targets • team and individual learning goals • team participation.
KPIs may include:	• key performance indicators on customer satisfaction • key performance indicators on customer effort • monitoring time taken to answer calls • operating within reporting protocols • score tools such as net promoter • understanding metrics.
Organisational requirements may include:	• access and equity principles and practice • business and performance plans • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals.
Factors affecting the achievement of work objectives may include:	• budget constraints • competing work demands • environmental factors such as time, weather • resource and materials availability • technology/equipment breakdowns • unforeseen incidents • workplace hazards, risks and controls.
Business technology may include:	• computer applications • computers • email • facsimile machines • internet/extranet/intranet • modems • personal schedulers • photocopiers • printers • scanners.
Feedback on performance may include:	• formal/informal performance appraisals • obtaining feedback from clients • obtaining feedback from supervisors and colleagues • personal, reflective behaviour strategies • routine organisational methods for monitoring service delivery.

Products and services may include:	• either products or services • goods • ideas • infrastructure • private or public sets of benefits.
Signs of stress may include:	• absence from work • alcohol or other substance abuse • conflict • poor work performance.
Personal wellbeing may include:	• cultural • emotional • social • spiritual.
Sources of stress may include:	• complex tasks • cultural issues • work and family conflict • workloads.
Supports and resolution strategies may include:	• awareness raising • counselling • employee assistance programs (EAP) • family support • group activities • job design • mediation • sharing load • time off • training.
Professional development opportunities may include:	• career planning/development • coaching, mentoring and/or supervision • formal/informal learning programs • internal/external training provision • performance appraisals • personal study • quality assurance assessments and recommendations • recognition of current competence/skills recognition • work experience/exchange/opportunities • workplace skills assessment.

Unit Sector(s)

Industry Capability – Workplace Effectiveness

Custom Content Section

Not applicable.

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