<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>HSC Indicative Hours</th>
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<tbody>
<tr>
<td>BSBWOR301A</td>
<td>Organise personal work priorities and development</td>
<td>20</td>
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</tbody>
</table>

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

**Competency field**
Industry Capability – Workplace Effectiveness

**Application of the unit**
This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of work scheduling and performance improvement to provide technical advice and support to a team.

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

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**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.

<table>
<thead>
<tr>
<th>Critical aspects for assessment and evidence required to demonstrate competency in this unit</th>
<th>Context of and specific resources for assessment</th>
<th>Method of assessment</th>
<th>Gather information for assessment</th>
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<tbody>
<tr>
<td>Evidence of the following is essential:</td>
<td>Assessment must ensure:</td>
<td>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</td>
<td>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</td>
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<tr>
<td>• preparing work plans</td>
<td>• access to an actual workplace or simulated environment</td>
<td>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on the job performance by the candidate</td>
<td>• other industry capability units.</td>
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<tr>
<td>• scheduling and prioritising work objectives and tasks</td>
<td>• access to office equipment and resources</td>
<td>• review of self assessment documentation outlining learning and development needs</td>
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<tr>
<td>• knowledge of the principles and techniques of goal setting, measuring performance, time management and personal assessment</td>
<td>• examples of work schedules and performance improvement plans.</td>
<td>• analysis of responses to case studies and scenarios</td>
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<td></td>
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<td>• demonstration of techniques</td>
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<td></td>
<td></td>
<td>• oral or written questioning to assess knowledge of methods to identify and prioritise personal learning needs</td>
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<td></td>
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<td>• evaluation of planning for personal skill development activities and professional development opportunities.</td>
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<tr>
<td>Required skills</td>
<td>Required knowledge</td>
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<tr>
<td>• literacy skills to read and understand the organisation’s procedures, own work</td>
<td>• key provisions of relevant legislation from all levels of government that may affect</td>
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<td>goals and objectives</td>
<td>aspects of business operations, such as:</td>
<td></td>
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<tr>
<td>• planning skills to organise work priorities and arrangements</td>
<td>- anti discrimination legislation</td>
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<tr>
<td>• problem solving skills to solve routine problems</td>
<td>- ethical principles</td>
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<tr>
<td>• communication skills to give and receive constructive feedback relating to</td>
<td>- codes of practice</td>
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<td>development needs.</td>
<td>- privacy laws</td>
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<td></td>
<td>- occupational health and safety (OHS)</td>
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<td></td>
<td>• organisational policies, plans and procedures</td>
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<td></td>
<td>• methods to elicit, analyse and interpret feedback</td>
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<tr>
<td></td>
<td>• principles and techniques of goal setting, measuring performance, time management and personal assessment</td>
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<td></td>
<td>• competency standards and how to interpret them in relation to self</td>
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<td></td>
<td>• methods to identify and prioritise personal learning needs.</td>
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<tr>
<td>Element</td>
<td>Performance Criteria</td>
<td>Range Statement</td>
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</table>
| 1 Organise and complete own work schedule | 1.1 Ensure that *work goals and objectives* are understood, negotiated and agreed in accordance with *organisational requirements*. | 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.

*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.

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.

*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.
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| 1.4     | Use *business technology* efficiently and effectively to manage and monitor scheduling and completion of tasks. | *Business technology* may include:  
- computer applications  
- computers  
- email  
- facsimile machines  
- internet/extranet/intranet  
- modems  
- personal schedulers  
- photocopiers  
- printers  
- scanners. |
| 2 Monitor own work performance | 2.1 Accurately monitor and adjust personal work performance through self assessment to ensure achievement of tasks. | *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. |
|         | 2.2 Ensure that *feedback on performance* is actively sought and evaluated from colleagues and clients in the context of individual and group requirements. | *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. |
|         | 2.3 Routinely identify and report on variations in the quality of service and products in accordance with organisational requirements. | *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. |
|         | 2.4 Identify *signs of stress* and effects on *personal wellbeing*. | *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. |
|         | 2.5 Identify *sources of stress* and access appropriate supports and resolution strategies. | *Sources of stress* may include:  
- complex tasks  
- cultural issues |
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<th>Range Statement</th>
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|         |                      | 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.  
| 3 Coordinate personal skill development and learning | 3.1 Identify personal learning 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. | 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.  
|         | 3.4 Incorporate formal and informal feedback into review of further learning needs. |  

BSBWOR301A Organise personal work priorities and development