Australian Government

Department of Education, Employment and Workplace Relations

SISSCOP202A Develop a personal management plan

Release: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

SISSCOP202A Develop a personal management plan

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and implement a personal management plan. The unit focuses on the application of self-appraisal, planning and prioritising skills to enable the development of personal goals and the effective use of time.
	No licensing, 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 current or aspiring elite athletes who are competing in individual or team sports at a state, national or international level. It may also apply to those in sports development or coaching roles.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units	Nil	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify personal attributes related to goal setting.	1.1. List and analyse *personal situation*, skills and *attributes*. 1.2. Apply *strategies to identify personal strengths and weaknesses*. 1.3. Select a career related area of knowledge or skill to target for self improvement.
2. Set personal goals across a range of time periods.	2.1. Identify *personal career goals* related to identified targets. 2.2. Set realistic, clearly defined goals with a specific timeframe. 2.3. Select goals to target within each time range. 2.4. Organise goals into a management plan. 2.5. Seek feedback from *support personnel* to clarify goals.
3. Plan activities to support goals.	3.1. Use an activity log to identify key areas of conflict and time management issues. 3.2. Develop detailed realistic strategies to achieve a set goal. 3.3. Prioritise activities for inclusion in the plan. 3.4. Allocate budget, time and resources. 3.5. Anticipate *problems or constraints* and incorporate appropriate contingency plans.
4. Prioritise activities to maximise time management.	4.1. Utilise the *key tools* required for developing *effective scheduling* to address set goals. 4.2. Identify all *key activities* and commitments that need to be scheduled within the action plan to support stated goals. 4.3. Set priorities to maximise effective time management.
5. Implement and evaluate plan.	5.1. Undertake activities to meet identified goals. 5.2. Apply time management strategies included in the action plan and track activity progress. 5.3. Monitor, evaluate and adjust the time management plan as required. 5.4. Assess the success of the plan in achieving goals within the set timeframe, resource and budget allocation. 5.5. Consult with support personnel to identify changes to promote more effective planning.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to clarify information on the various types of time management tools • use of technology in order to record activities into an electronic time management program • self-management skills to be able to set long, medium and short term goals • planning and organising skills to be able to develop strategies to reach goals and to review plans and accommodate changes • learning skills to be able to assess own strengths and weaknesses within a sporting career context • problem-solving skills to apply a range of strategies to accommodate contingencies and constraints that arise while implementing the management plan.
Required knowledge
• decision making and time management strategies and prioritisation of activities • procedures for prioritising time strategies for goal setting to enable the selection and setting of appropriate goals • use of time management tools to enable effective use of time • self-appraisal techniques to enable effective evaluation of self management plan.

Evidence Guide

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: • plans, implements and evaluates an effective personal management plan • sets achievable personal career related goals • develops an integrated time management plan that includes all key activities and includes a diary and a weekly or monthly planner • reviews and adjusts the time management plan as required.
Context of and specific resources for assessment	Assessment must ensure planning, implementation and evaluation of a personal management plan that is of sufficient breadth to allow the demonstration of competency and consistency of performance. Assessment must also ensure access to: • appropriately equipped office space • template documents for logging time • sample planners, weekly, monthly, yearly.
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 observation of the candidate's self-management skills during goal focused activities • written and oral questioning to assess knowledge of strategies and procedures • review of portfolios of evidence showing a range of management plans for implementing goal related activities. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.
Guidance information for assessment	

Range Statement

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.	
Personal situation may include:	• career stage • age • sport • aspirations.
Attributes may include:	• learning style • personality type • motivation • attitude and response to feedback • risk taking • responsive to new ideas.
Strategies to identify personal strengths and weaknesses may include:	• personal profiling • self-analysis • feedback from others • psychological or personality tests • professional counselling or coaching • reflection.
Personal career goals may include:	• sporting achievement • career beyond sport • long term • medium term • short term.
Staff support personnel may include:	• coach • umpire • team members • officials • family and friends • peers • supporters.
Problems or constraints may	• goal conflicts • reliance on others

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RANGE STATEMENT	
include:	• lack of planning • ineffective communication • poor organisation • budgetary constraints.
Key tools may include:	• diary • weekly planner • monthly planner • yearly planner • goal setting proforma • activity log • action plan • technology.
Effective scheduling may include:	• establishing priorities • integrating schedules • dealing with distraction.
Key activities may include:	• exam dates • holiday camps • competitions • training times • family commitments • work hours.

Unit Sector(s)

Unit sector	Sport

Co-requisite units

Co-requisite units		

Competency field

Competency field	