



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **PSPGOV410A Undertake career planning**

**Revision Number: 3**

## PSPGOV410A Undertake career planning

### Modification History

| Release | TP Version | Comments                                |
|---------|------------|-----------------------------------------|
| 3       | PSP12V1    | Unit descriptor edited.                 |
| 2       | PSP04V4.2  | Layout adjusted. No changes to content. |
| 1       | PSP04V4.1  | Primary release.                        |

### Unit Descriptor

This unit covers planning related to one's own career. It includes self-assessment of skills and abilities, investigation of possible career opportunities, developing and implementing a career plan and monitoring progress against the plan.

In practice, career planning may overlap with a range of other generalist or specialist work activities, such as gathering and analysing information, developing work plans, composing documents etc.

This is one of 2 units of competency in the *Working in Government* Competency Field that deals with career planning/management. Related unit is:

- PSPGOV510A Undertake and promote career management
- 
- No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

### Application of the Unit

Not applicable.

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

Not applicable.

## Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

## Elements and Performance Criteria

| ELEMENT                                          | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. <b>Conduct self-assessment</b>                | <p>1.1 Life and work experiences, current and potential abilities are identified and ranked in order of importance.</p> <p>1.2 Personal values and preferences relating to future careers are explored.</p> <p>1.3 A personal profile is prepared that identifies career related <b>characteristics</b>.</p>                                                                                                                                                                                                                                                                                                                                    |
| 2. <b>Identify possible career opportunities</b> | <p>2.1 Careers are researched to identify those with continuing longevity, and their requirements identified.</p> <p>2.2 Information <b>sources</b> are identified and explored for indicators, trends and information on potential career opportunities.</p> <p>2.3 Existing and emerging careers are assessed and their skill/qualification/experience requirements identified.</p> <p>2.4 The nature of the workforce, trends and opportunities are analysed and associated skill needs identified.</p>                                                                                                                                      |
| 3. <b>Develop and implement career plan</b>      | <p>3.1 Preferred future career and associated skill requirements are identified and compared with current strengths.</p> <p>3.2 Gap analysis is undertaken to identify those skills that are common to both preferred future career and the organisation's requirements.</p> <p>3.3 Career goals are established and a <b>career plan</b> is developed that identifies immediate priorities as well as a longer term strategy for gaining experience and skills development.</p> <p>3.4 <b>Career development activities</b> are initiated in accordance with the career plan and organisational <b>legislation, policy and procedures</b>.</p> |
| 4. <b>Monitor progress</b>                       | <p>4.1 Acquisition of skills and experience is monitored and feedback is obtained on achievement of performance requirements.</p> <p>4.2 Feedback is considered and integrated as necessary into the career plan.</p> <p>4.3 The organisation's requirements are monitored and the career plan is adjusted to take account of new information, environment/culture.</p> <p>4.4 Preferred career requirements and progress towards career goals are monitored and adjusted as required.</p>                                                                                                                                                      |

## Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

### Skill requirements

Look for evidence that confirms skills in:

- analysing strengths, weaknesses, opportunities, threats (SWOT)
- researching and questioning
- reflecting on own competencies and performance
- conducting skills audits and skills gap analyses
- developing strategies for the management of one's own career
- managing personal change and planning

### Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- strategic approach to career planning
- self-assessment to identify values, preferences, etc
- performance management
- career development options
- workforce trends
- succession planning
- changing demographics and workforce skill needs
- organisational planning for human resources at a strategic level
- principles of equal employment opportunity and diversity
- legislation, policies and procedures relating to career development including occupational health and safety and environment

## Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

### Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPGOV404B Develop and implement work unit plans
  - PSPGOV405B Provide input to change processes
  - PSPGOV406B Gather and analyse information
  - PSPGOV412A Use advanced workplace communication strategies
  - PSPGOV417A Identify and treat risks
  - PSPGOV418A Develop internal and external networks

### Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- ongoing personal planning that integrates new information and justifies or changes planned progress towards career goals
- career planning in a range of (3 or more) contexts (or occasions, over time)

### Resources required to carry out assessment

These resources include:

- legislation policies, procedures and guidelines relating to career planning
- workplace scenarios and case studies

### Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when undertaking career planning, including coping with difficulties, irregularities and breakdowns in routine
- ongoing personal planning that integrates new information and justifies or changes planned progress towards career goals
- career planning in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- demonstration
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

**For consistency of assessment**

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

## Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

***Characteristics*** may include:

- strengths
- preferences
- gaps
- desires
- weaknesses
- the need to develop skills in:
  - job search
  - assessment
  - resume preparation/presentation
  - networking
  - impression management

***Sources*** of career information may include:

- public sector/organisational sources/documents such as:
  - organisational chart
  - business plans/strategies
  - vision statements
  - future plans
  - cultural climate data
  - manuals, handbooks
  - policy and practices
  - person specifications, job profiles, job descriptions
  - reports
  - social and political information
  - ethics, values and conduct requirements
  - colleagues, supervisors, mentors.
- books
- workshops
- notice of vacancies
- Internet sites
- local, national and international publications
- statistical workforce data
- Australian Bureau of Statistics data
- labour market statistics
- futurists' papers on career and demographic changes

|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                               | <ul style="list-style-type: none"> <li>• career expos</li> <li>• personal networks</li> <li>• word-of-mouth</li> <li>• 'hidden job market' where more than 50% of jobs are won</li> <li>• job search/personnel placement agencies</li> <li>• graduate career counselling organisations</li> <li>• feedback from job interviews</li> <li>• newspapers or other media (such as radio)</li> </ul>                                                                                                                                                                                                                                                                                                               |
| <b><i>Career plan</i></b> may include:                        | <ul style="list-style-type: none"> <li>• long-term goals</li> <li>• objectives</li> <li>• strategies</li> <li>• actions</li> <li>• timeframes</li> <li>• milestones</li> <li>• job search tools/methods</li> <li>• skills development in finding, applying for and winning positions</li> <li>• skills development to meet particular job/career requirements</li> </ul>                                                                                                                                                                                                                                                                                                                                     |
| <b><i>Career development activities</i></b> may include:      | <ul style="list-style-type: none"> <li>• accredited courses/other courses</li> <li>• action learning</li> <li>• career counselling</li> <li>• coaching</li> <li>• competency development processes</li> <li>• education and training programs</li> <li>• feedback</li> <li>• higher duties</li> <li>• induction and orientation programs</li> <li>• industry experience</li> <li>• job exchange - local, national, international</li> <li>• mentoring</li> <li>• networking</li> <li>• opportunities to act in other positions (higher or lower)</li> <li>• project assignments/experiences</li> <li>• secondments</li> <li>• shadowing</li> <li>• temporary positions</li> <li>• working parties</li> </ul> |
| <b><i>Legislation, policy and procedures</i></b> may include: | <ul style="list-style-type: none"> <li>• Commonwealth and State/Territory legislation including equal employment opportunity, privacy, confidentiality, anti-discrimination and employment law</li> <li>• national and international codes of practice and standards</li> <li>• the organisation's policies and practices</li> </ul>                                                                                                                                                                                                                                                                                                                                                                         |

|  |                                                                                                                          |
|--|--------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• government policy</li><li>• codes of conduct</li><li>• codes of ethics</li></ul> |
|--|--------------------------------------------------------------------------------------------------------------------------|

**Unit Sector(s)**

Not applicable.

**Competency field**

Working in Government.