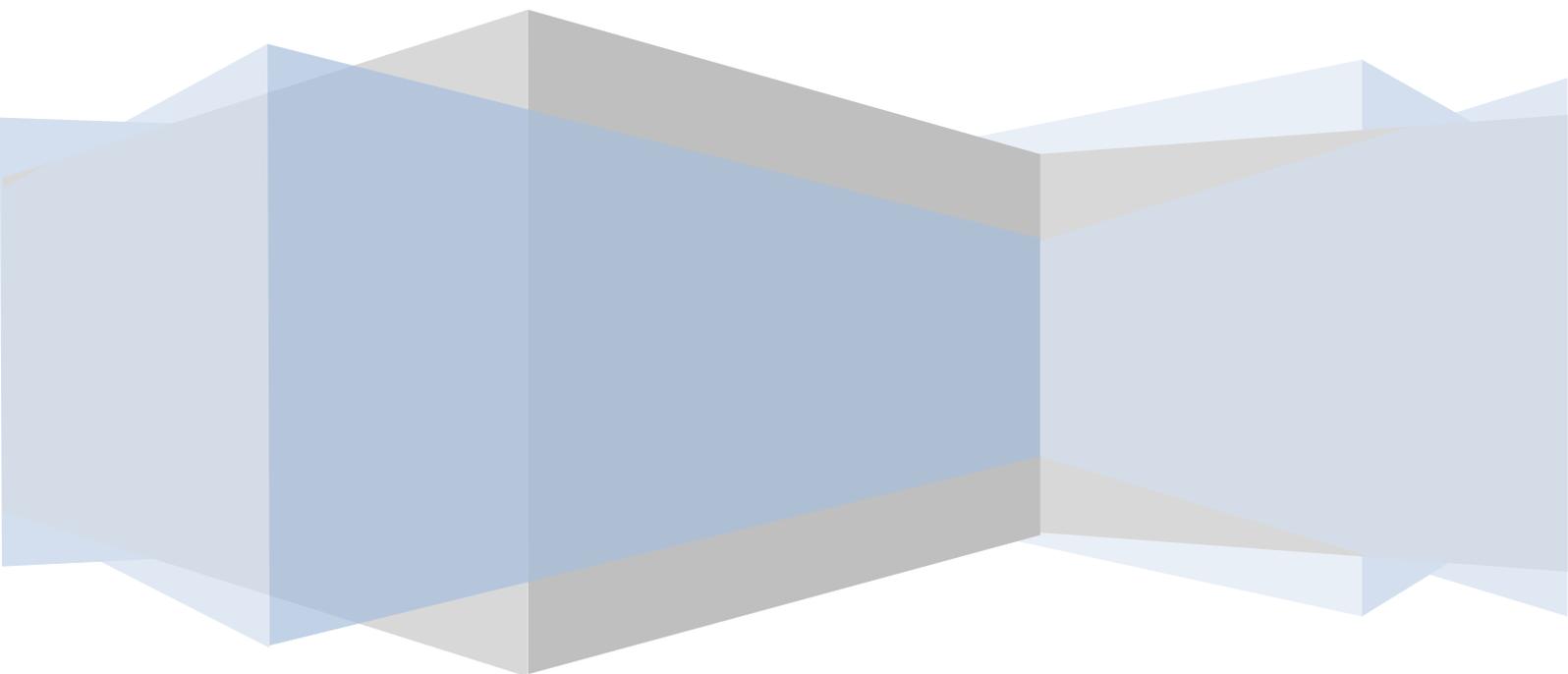


Planning and Organisation Pack



Planning and Organisation

Planning and organisational skills are a key ingredient for success. This pack will help you introduce a range of skills that will allow your student athlete to cope more effectively and achieve their goals.

In developing these skills, the objective is for the student athlete to:

- Understand why planning and organisational ability is important;
- Know ways to organise and plan time effectively;
- Develop strategies for dealing with multiple commitments.

Developing a Monthly Planner

A monthly planner is useful tool for documenting your commitments. It allows you to identify where your commitments occur and from this identify potentially challenging periods know as hotspots. Encourage your student athlete to develop their own monthly planner using the guidelines below.

Monthly planner template:

Month:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Day																													
Competition																													
Training																													
Academic																													
Social																													
Work																													
Other																													

Step 1: How to complete the planner:

- I. Identify competitions in the top row and write underneath the team and location.
- II. In the next row, mark key training dates/phases as well as rest times.
- III. In the third row, mark important academic dates (e.g. exams, coursework deadlines).
- IV. In the fourth row mark important social dates (e.g. holidays, birthdays, day/nights out).
- V. In the fifth row, mark important work dates.
- VI. If you have any additional commitments please indicate them in the sixth row.

Please note: Depending on a student athlete's circumstances the content of the planner will vary. For example if they do not work, simply leave the section empty.

Step 2: How to analyse the planner:

- I. Look down each column and identify times where commitments clash or where there are a large number over a short period of time (hotspots).

Step 3: Resolving hotspots:

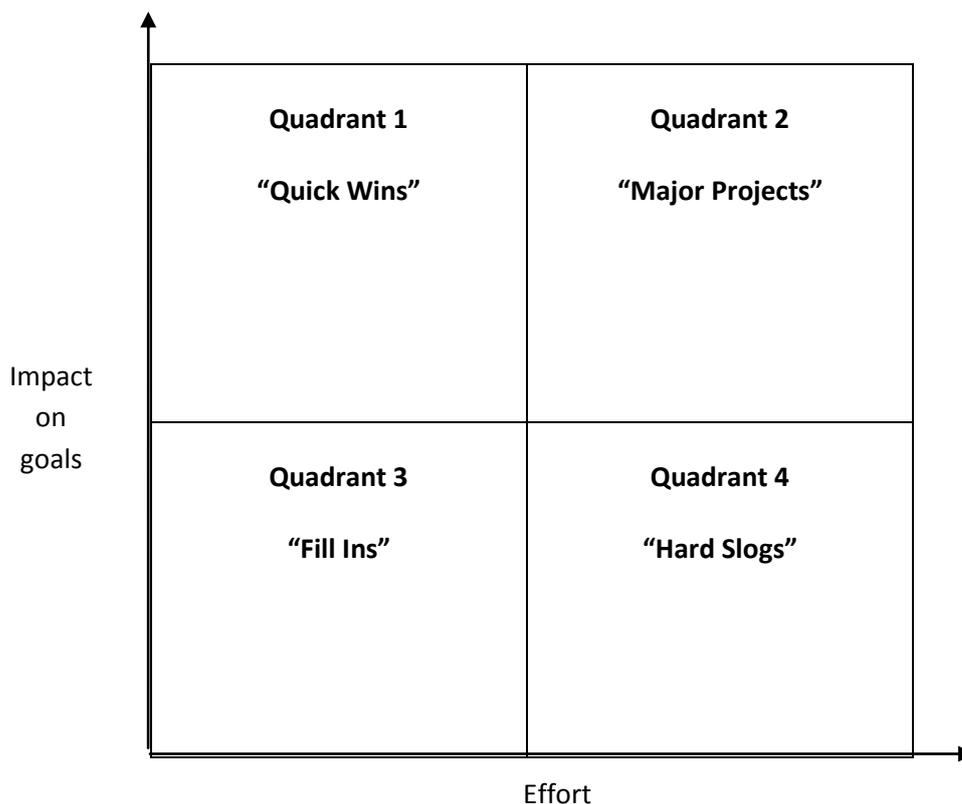
When resolving hotspots, encourage your student athletes to take the following steps:

- I. Identify deadlines, immovables, and priorities.
- II. Identify time wastage (not to be confused with personal or rest time) and how this can be used more effectively.
- III. Identify problem resolution strategies (e.g. Negotiate an extension or, swap a shift at work).
- IV. Identify goals for the month and your priorities.
- V. Develop an action plan.

Student athletes should be encouraged to produce a draft planner at least one month in advance. At the start of each month they should then transfer this information directly onto the large monthly planner provided. This will enable the student athlete to identify with ease any commitments for the month in question.

Prioritising Commitments

Prioritising commitments is an effective way to ensure that the time and effort expended on a task is warranted by its level of impact. The Action Priority Matrix is a simple diagramming technique that will allow your student to choose which activities to prioritise based on the importance of the task and the effort required to complete the task.



Quadrant 1 "Quick Wins" – This Quadrant relates to tasks that require minimal effort, yet have a high impact on goals. This quadrant may include small tasks that contribute to major projects (e.g. Conducting a literature search).

Quadrant 2 "Major Projects" – This Quadrant relates to activities that require a sustained effort and have a high impact on goals (e.g. completion of an assignment). Tasks that fall into this category may be seen as overwhelming in their entirety.

Quadrant 3 "Fill ins" - This Quadrant relates to activities that require minimal effort and have low impact on goals (e.g. screening e-mails). It is important to note that these activities may still be important.

Quadrant 4 "Hard Slogs" – This quadrant relates to tasks that require considerable effort, yet have little impact on your goals (e.g. Irrelevant tasks). Tasks may have some importance but not to specific goals.

Stage 1: Completing the Activity Priority Matrix.

Ask your client to complete the following steps.

- I. Write down all the tasks they are currently facing.
- II. Ask them to consider the impact each task will have on their overall goals as well as the effort they will need to expend in order to succeed.
- III. Ask them to place the task on the grid, tell them to use the axis to guide their decision.

Stage 2: Analysing the Activity Priority Matrix

Your student athlete should focus their time and effort on tasks that fall into Quadrant 1. These tasks will have the largest impact on their goals and will require minimal effort. Student athletes should focus on breaking down tasks in Quadrant 2 into manageable components so that they require less effort to achieve, but still contribute significantly to their goals (e.g. Quadrant 1 tasks). Student athletes should be warned to avoid the trap of filling their time with Quadrant 3 and 4 items. Quadrant 3 tasks should be screened for importance. It is recommended that a designated timeslot is used each day to deal with these tasks. Quadrant 4 tasks should be engaged once all other tasks have been completed.

To Do Check List

A To Do Check List can be useful to determine the order in which tasks are approached. To use this tool, simply ask your student athletes to rank their commitments in order of importance. The most important item should be ranked with a 1 and the next with a 2 and so on.

Task Details	Priority Ranking

Student athletes should attempt the tasks in the order they appear in the list and cross them off once they have been completed, this will help them feel a sense of accomplishment and will help to motivate them to do the next task. Student athletes should practice using this technique regularly so that they become habituated.