Self-Management

Self-management is a broad term but encompasses some quite complex skills and understandings that only come with guidance, training, opportunity and experience. Self-management takes on a different meaning depending on the discipline, for instance, psychiatry, correctional services, special needs education etc. However, for the purposes of fostering self-management skills as aligned to the Deakin University Graduate Learning Outcomes, it is important to consider the student as a scholar and perhaps, an apprentice to the particular discipline represented.

To begin with consider the following 15 aspects carefully (in no particular order of importance),

Self-management as the ability to:

1. process information and use this for knowledge building
2. adapt to particular environments and situations (eg courtroom behaviour)
3. review feedback for understanding
4. use feedback for improvement in a constructive manner
5. set goals
6. set priorities
7. reach milestones in a timely way/submit work on time
8. select the right tools and working with these accordingly (eg databases etc.)
9. plan and organise learning
10. handle stress so that it does not become debilitating
11. seek out information, assistance and resources
12. adopt an independent approach to study
13. collaborate with others whilst being able to flag difficulties and handle difficulties as would be reasonably expected
14. reflect on areas of weaknesses and work towards amelioration (think about reflective practice)
15. attend to daily issues to allow for important activities eg study time etc.

i. Which of these attributes of self-management resonate with your learning outcomes?

ii. Which of these can you build into assessment?

iii. What sort of assessment strategies can you draw upon to evidence these?