

Sfrito Assessment Guideline

Unit 12349

Level 2: Credit 3: Version 2

Demonstrate time management

Activity Instructions:

Candidates can be assessed in their work environment over a continuous period of 20 working days.

- a) Written
- b) The candidate will keep a logbook, which is to be checked each day.
- c) Observation on-job.

Purpose statement:

People credited with this unit standard are able to

- demonstrate effective use of time in relation to own and/or group priorities,
- demonstrate methods to facilitate efficient use of time in dealing with priorities.

Special Notes:

1. Where time management methods are being utilised basic courtesy to others must be shown.
2. Skills must be demonstrated over a continuous period of 20 working days, or an equivalent if non-working days are to be included. Situations must be 'real life' but can be a sample of a person's total activity. Allowance is to be made for lapses provided the lapses are self-corrected. The 20 day period may be interrupted, and then re-continued, to allow for unplanned events such as illness or bereavement.
3. *Working days* may include any form of paid or unpaid work, education, or training. *Non-working days* refers to ordinary days off work or normal duties, but may only be included if activity being monitored occurs on such days. Examples of such activity are sport, recreation, and cultural pursuits.
4. An assessment resource to support this unit standard can be found on the NZQA website at: www.nzqa.govt.nz/services/nqs/ass_resources.html

Element 1: Demonstrate effective use of time in relation to own and/or group priorities.

Task:

1. Log book maintained over 20 day period.
2. Written – reports, charts, to do lists, visual aids, mind-mapping, checklist.
3. Observation.

Performance Criteria		Evidence
1.1	Priorities are established in terms of their importance and urgency in relation to meeting own and/or group goals.	<ul style="list-style-type: none"> • Priorities listed are consistent with goals stated. • Answers will be in trainees' own words • A minimum of : <ul style="list-style-type: none"> - <u>two</u> personal goals, - <u>two</u> group goals, - <u>three</u> priorities each day. (These may be repeated on different days). • Top priorities are important urgent matters; lower priorities are important non-urgent matters; and lowest priorities (if listed at all) are non-urgent unimportant matters.
1.2	Immediate attention is given to important and urgent matters to the extent practicable in each situation.	<ul style="list-style-type: none"> • A top priority from one day is not a priority the next day (where possible).
1.3	Important but non-urgent matters are attended to in accord with a system which ensures they are dealt with before they become urgent.	<ul style="list-style-type: none"> • A minimum of two systems used to attend to urgent and non-urgent matters to ensure important but non-urgent matters do not become urgent over the 20 days. • A description of what candidate did during over four days to show systems e.g. use table format.

Element 2: Demonstrate methods to facilitate efficient use of time in dealing with priorities.

Task: Candidate will implement chosen methods as per range statements over 20 day period and complete theory exercises.

Performance Criteria		Evidence
2.1	<p>Methods are demonstrated which help organise one's activity to ensure priorities are able to be met.</p> <p>Range: use of a manual, or electronic planner, or diary, or similar system; layout of work or activity area.</p>	<ul style="list-style-type: none"> • A minimum of 2 methods that help the candidate to organise activities so that priorities are met.
2.2	<p>Four methods are demonstrated which lessen the impact of diversions on dealing with priorities.</p> <p>Range: for situations which may involve but are not limited to - visitors, telephone calls, work environment, written communications, meetings.</p>	<p>Candidate demonstrates methods for handling diversions which diminish distraction's impact. I.e.:</p> <ul style="list-style-type: none"> • Visitors • Telephone calls • Work environment • Written communications • Meetings
2.3	<p>Four methods are demonstrated which minimise the amount of time spent on non-urgent unimportant matters.</p> <p>Range: for situations which may involve but are not limited to - visitors, telephone calls, work environment, written communications, meetings, own procrastination.</p>	<ul style="list-style-type: none"> • The candidate demonstrates a minimum of four different methods which minimise the amount of time spent on non-urgent unimportant matters. • Each of the four methods must be demonstrated in a minimum of two of the situations stated.

Unit 12349v2 Checklist		
Demonstrate time management		
Assessor Name: _____		
Organisation Name: _____		
Element 1: Demonstrate effective use of time in relation to own and/or group priorities.		
1.1	Priorities are established in terms of their importance and urgency in relation to meeting own and/or group goals.	
1.2	Immediate attention is given to important and urgent matters to the extent practicable in each situation.	
1.3	Important but non-urgent matters are attended to in accord with a system which ensures they are dealt with before they become urgent.	
Element 2: Demonstrate methods to facilitate efficient use of time in dealing with priorities.		
2.1	Methods are demonstrated which help organise one's activity to ensure priorities are able to be met. Range: use of a manual, or electronic planner, or diary, or similar system; layout of work or activity area.	
2.2	Four methods are demonstrated which lessen the impact of diversions on dealing with priorities. Range: for situations which may involve but are not limited to - visitors, telephone calls, work environment, written communications, meetings.	
2.3	Four methods are demonstrated which minimise the amount of time spent on non-urgent unimportant matters. Range: for situations which may involve but are not limited to - visitors, telephone calls, work environment, written communications, meetings, own procrastination.	

Note: the assessor needs to ensure **sufficiency** of performance and knowledge. Therefore the assessor needs to know that the Candidate has performed the tasks competently many times before and will be competent in the future. Ticking/ dating the boxes more than once, having 2 checklists for different assessment occasions or observing workplace performance over a period of time can show this.