# 15234 FORMATIVE ASSESSMENT WORKBOOK

**Formative Assessment 1**

Have you ever tried planning your daily activities and then sticking to the plan no matter what? Write down when you’ve tried it and why you think it didn’t work. Be honest with yourself as you are the one who should benefit from this learning process.

Think about this: the old cliché of **PLAN YOUR WORK AND WORK YOUR PLAN** is still very important. Most people will say that this is what they do, when in reality what they do is **PLAN ON SHOWING UP FOR WORK!** Can you see the difference?

It is important that you **know your job**: what to do and how to do it. Then it is also equally important that you **know how to organise your daily activities**, set your priorities and plan the effective use of your time.

**Formative Assessment 2**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Often | | | | | Sometimes | | | | | | Rarely | | | | | |
| 1. | Do you handle each piece of paperwork only once? |  |  | | |  |  | |  | |  | |  | |  | |  | |
| 2. | Do you begin and finish projects on time? |  |  | | |  |  | |  | |  | |  | |  | |  | |
| 3. | Do people know the best time to reach you? |  |  | | |  |  | |  | |  | |  | |  | |  | |
| 4. | Do you do something every day that moves you closer to your long-range goals? |  |  | | |  |  | |  | |  | |  | |  | |  | |
| 5. | When you are interrupted, can you  return to your work without losing  momentum? |  |  | | |  |  | |  | |  | |  | |  | |  | |
| 6. | Do you deal effectively with long-winded callers? |  |  | | |  |  | |  | |  | |  | |  | |  | |
| 7. | Do you focus on preventing problems before they arise rather than solving them after they happen? |  |  | | |  |  | |  | |  | |  | |  | |  | |
| 8. | Do you meet deadlines with time to spare? |  |  | | |  |  | |  | |  | |  | |  | |  | |
| 9. | Are you on time to work, to meetings, and to events? |  |  | | |  |  | |  | |  | |  | |  | |  | |
| 10. | Do you delegate well? |  |  | | |  |  | |  | |  | |  | |  | |  | |
| 11. | Do you write daily To-Do Lists? |  |  | | |  |  | |  | |  | |  | |  | |  | |
| 12. | Do you finish all the items on your To-Do lists? |  |  | | |  |  | |  | |  | |  | |  | |  | |
| 13. | Do you update in writing your professional and personal goals? |  |  | | |  |  | |  | |  | |  | |  | |  | |
| 14. | Is your desk clean and organized? |  | |  |  | | |  | |  | |  | |  | |  | |  |
| 15. | Can you easily find items in your files? |  | |  |  | | |  | |  | |  | |  | |  | |  |
|  |  |  | |  |  | | |  | |  | |  | |  | |  | |  |
|  | Subtotal | X4 | |  |  | | | X2 | |  | |  | | X0 | |  | |  |
|  |  |  | |  |  | | |  | |  | |  | |  | |  | |  |
|  | TOTAL |  | |  |  | | |  | |  | |  | |  | |  | |  |

**RESULTS**

Give yourself 4 points for every often you checked. Give yourself 2 points for every sometimes. Give yourself 0 points for every rarely. Add your points together. Read the next page to find out what your score means

|  |  |
| --- | --- |
| **49-60** | You manage your time well. You are in control of most days and most situations. |
| **37-48** | You manage your time well some of the time. However, you need to be more consistent with time-saving strategies. Adding new techniques is allowed. |
| **25-36** | You are all too often a victim of time. Don’t let each day manage you. Apply the techniques you learn here right away. |
| **13-14** | You are close to losing control. Probably too disorganised to enjoy quality time. A new priority powered time plan is needed now! |
| **0-12** | You are overwhelmed, scattered, frustrated, and probably under a lot of stress. Practicing the techniques in this manual will help you. |

**Formative Assessment 3**

Here is a list of the factors that many people working in organisations have identified as causing them to make inefficient use of their time.

Place a tick next to the ones that you consider are your own time wasters.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Unclear objectives |  | | Postponed decisions | |
|  | Inadequate information on which to act |  | | Procrastination | |
|  | Lack of feedback on your performance |  | | Routine work | |
|  | Too much reading |  | | Interruptions | |
|  | Drop in visitors |  | | Socializing | |
|  | Lack of priorities |  | | Unavailability of people | |
|  | Junk mail |  | | Fatigue | |
|  | Lack of concentration |  | | Coffee and tea breaks | |
|  | Unintelligible (poor) communication | |  | | Can’t say no |
|  | Attempting too much at once | |  | | Mistakes |
|  | Low morale | |  | | Confused responsibilities |
|  | Trying to do more than is possible | |  | | Lack of coordination |
|  | Failure to listen – self and others | |  | | Responding to the urgent rather than the important |
|  | Failure to motivate staff | |  | | Lack of monitoring and review procedures |
|  | Waiting for decisions | |  | | Orientation towards problems rather than opportunities |

Some more items identified by the above people, that do no apply to learners who have never worked, but which you should be aware of for the day that you do start working. Watch out for these time wasters in the workplace!

|  |  |
| --- | --- |
| The telephone | No time planning |
| Meetings | Lack of competent staff |
| Lack of delegation | Lack of self-discipline |
| Training new staff | Demands not related to your job |
| Poor filing system | Questionnaires |
| Pet projects | Lack of clerical staff |
| Employees with problems | Too many reports to supervise |
| Red tape | Having your decisions overridden |
| Volume of email |  |

**Formative Assessment 4**

* Many of these factors have to do with the individual person. In a group identify the factors that have to do with individual people.
* Discuss what can be done to eliminate these factors and therefore improve productivity.
* In a group identify the factors that have to do with work processes and systems.
* Discuss what can be done to eliminate these factors and improve productivity
* Make your own list of things that you waste time on.

**Formative Assessment 5**

Discuss this principle with someone you know who is employed. Find out what routine tasks they do almost every day and how much time it takes on average to do it.

Find out which tasks are not routine, but still part of their job and how much time they spend on that every day.

**Formative Assessment 6**

* + Why is delegation important?
  + Name the steps in the delegation process.
  + What is the difference between accountability and responsibility?
  + You have a list of managerial types who do not like to delegate. In a group, draw up a list of characteristics that a good delegator should have.
  + List five things that lead to a failure of delegation.

**Formative Assessment 7**

In module 2 we discussed the prioritising of your work at length. Describe the process of prioritising work as discussed during this module. Refer to your learner guide if necessary.

**Formative Assessment 8**

* At your daily early morning planning session, your manager gave you a list of tasks that you have to do. In a group, work out an order of priority for the tasks. Remember, you have to report back to him tomorrow morning.

|  |
| --- |
| Send a fax to your advertising agency to notify them of your new corporate logo |
| Arrange a meeting between your manager and his colleagues to discuss next year’s company sports day. |
| Order flowers on behalf of your manager for his wife’s birthday in two days time |
| Collect plane tickets for your manager for his flight to Cape Town which leaves this afternoon |
| Pay the company telephone bill which is due in three days’ time or else the company will be liable for disconnection |
| Confirm your manager’s accommodation as the City Lodge for his business trip to Cape Town |
| Order new fax paper for the fax machine – the paper ran out yesterday afternoon |
| Type up the minutes of the company agenda meeting which took place last night |
| Water the office plants |
| Type up the company’s proposed new no-smoking policy document which is to be implemented in three month’s time |
| File this week’s incoming correspondence (should be done daily) |
| Send the messenger to buy some fat-free milk for the Managing Director who is on diet |

You would use the same techniques to prioritise the work for an entire team or section.

**Formative Assessment 9**

Your team has to arrange the year end function of the college. In a group:

* Make a list of all the tasks that have to be completed.
* Prioritise these tasks in order of importance.
* Decide who will do what.

**Formative Assessment 10**

* 1. My hopes, dreams and wishes. Write down your hopes, dreams and wishes. Consider your work and private life by including as many of these areas as you wish:
* Wealth / prosperity
* Relationships – friends, family & colleagues
* Health
* Career
* Spiritual / personal development
* Leisure / Interests & hobbies / Travel
* Social
* Intellectual
* Emotional
* Skills & knowledge (technical e.g. work related and Personal for development in interpersonal skills)
  1. Is your goal SPECIFIC yet CHALLENGING? If not, change it.
  2. Complete this: I Want ….
  3. Now ask yourself: Do I really want this? How badly?
  4. Let’s check quickly…Breathe in deeply, relax your facial muscles and shoulders, sink into the chair and relax your muscles so that your limbs feel heavy. Then, when you are more relaxed, speak to your unconscious and say:

**“Unconscious, please indicate to me on a ten-point scale whether my expectation of reaching my outcome is realistic and ecologically sound for me and the important people in my life, so that I will not harm my health or my relationships with these people or cause problems through my efforts in reaching my goal.”**

* 1. Ask yourself - Am I being REALISTIC?
  2. How will you know when you get there?
  3. Create a vivid picture of yourself upon having achieved your goal. Make it colourful and clear, add a symbol of your success, and listen to the sounds.
  4. Draw your symbol of success
  5. Make the picture ten times happier. See and hear yourself being jubilant, feeling happy and satisfied.

**Formative Assessment 11**

* STEP 1 I have already done …
* STEP 2 to work towards achieving my goal, what I will do today to help me reach my goal:…
* The rest of the journey…..Break your goal up into several steps, perhaps in terms of days, weeks, months, years or milestones
* Write them down in a way that inspires you to achieve them.

Using the goals you have identified complete the following:

|  |  |
| --- | --- |
| **My Goal @ Work ….** | **My Private goals** |
| Things I need to consider to help me achieve my goals | Things I need to consider to help me achieve my goals |

#### **An analysis of your Time usage**

**Time is so valuable that it must be used effectively**

#### Where does your time go?

**Formative Assessment 12**

Use the following table over the next couple of days to determine what you do with your time

|  |  |  |  |
| --- | --- | --- | --- |
| Time zone | Activity | Total time invested / spent / wasted | |
|  |  |  |  |
| *Private* | 1. *Eating* |  |  |
|  | 1. *Sleeping* |  |  |
|  | 1. *Getting ready to go out* |  |  |
|  | 1. *Commuting to work* |  |  |
|  | 1. *Family / household tasks* |  |  |
|  |  |  |  |
| *Work* | *Time I can control* |  |  |
|  | 1. *Important projects* |  |  |
|  | 1. *Routine tasks* |  |  |
|  | 1. *Wasting time* |  |  |
|  | *Time I don’t control* |  |  |
|  | 1. *Phone interruptions* |  |  |
|  | 1. *Drop-in visitors* |  |  |
|  | 1. *Meetings* |  |  |
|  | 1. *The boss* |  |  |
|  | 1. *Time with team members* |  |  |
|  |  |  |  |
| *Family & loved ones* |  |  |  |
|  |  |  |  |
|  |  |  |  |
| *Personal growth* |  |  |  |
|  |  |  |  |
|  |  |  |  |
| *Leisure/ Hobby/ interests* |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| *Free time* |  |  |  |
|  |  |  |  |
|  |  |  |  |
| *Other* |  |  |  |
|  |  |  |  |

* + - How much time do you spend working or studying?
    - How much time do you spend with family or loved ones?
    - How much time do you spend on hobbies?
    - How much time is private time?
    - How much free time do you have?
    - Do you think you lead a balanced life style, where you spend enough time working or studying and still have time for friends, hobbies, and free time?
    - Compare your table with the rest of the group. Do you still think you lead a balanced life style?

**Formative Assessment 13**

Answer the following self‑check questions

* It appears that Alice lacks:
* What are the implications of this for a company?
* What are the implications of this for a manager?

**Formative Assessment 14**

Analyse the following objectives. Are they SMART?

1. To achieve customer satisfaction.
2. To produce acceptable machine outputs by 1 July.
3. Treble company profit in six years.
4. To understand what makes customers tick.
5. To increase the number of calls made per representative from the current six, to eight per day by June 30.

**Formative Assessment 15**

Refer back to Formative Assessment 9 where you had to start planning the year end function of the college. In a group:

* Write a goal statement.
* Write an objective statement. Ensure that the objectives are SMART
* Write an action plan for each objective. Use the blank action plan chart provided in Handout 8

**Formative Assessment 16**

* In a group, plan the year end function of the college, following the guidelines given above.
* Remember to identify time wasters and to eliminate them.
* Remember to prioritise tasks in order of importance

Use the following as guidelines:

|  |  |
| --- | --- |
| Function |  |
| Theme |  |
| Budget |  |

* Project plan
* Steps
* Tasks
* Starting dates & deadlines

|  |  |  |  |
| --- | --- | --- | --- |
| Step | Tasks | Start date Deadline |  |
| 1 |  |  | Function |
|  |
|  |
| 2 |  |  |
|  |
|  |
| 3 |  |  |
| 4 |  |  |
|  |
|  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |

Formative Assessment 17

* Why are meeting necessary?
* Why do they go wrong?
* List three things you could ask yourself before convening a meeting.
* List three things you could do during a meeting to ensure that it ends on time

**Formative Assessment 18**

* In a group, discuss how poor communication and poor administration systems can cause your project to fail.
* Why should your information be up to date for this project?
* How will you ensure that you have all the information that you require?
* How will you ensure that the information is accurate?
* What will it cost to obtain all the information that is required?

You are welcome to discuss the above matters with people who are already employed or staff at the college.

* In module 2 the process of communication as well as the types of communication were discussed at length. Describe the process of communication, the role of the communicator and the role of the recipient in the communication process.

**Formative Assessment 19**

#### When evaluating the project, we should ask ourselves the following questions:

* Was the objective achieved?
* Was the project completed by the deadline?
* If not, why not?
* Did we plan enough?
* Was all the project tasks identified beforehand?
* What avoidable (unavoidable) crises occurred during the project?
* What problems could have been avoided by prior action?
* Were the right people involved in the project?
* Was everyone motivated to complete the project?
* Was the project completed within the allocated budget?
* What would we do differently if we could start again?

**Formative Assessment 20**

* Explain how you will control the progress of the project.
* Explain how you will measure the success of the project.

**Final Formative Assessment**

|  |  |
| --- | --- |
| 1. List the four time wasting personalities. | 4 |
| 1. List two external factors that can influence your time management | 2 |
| 1. List three internal factors that lead to time wasting | 3 |
| 1. Give one reason why delegation is important | 1 |
| 1. Give three reasons for the failure of delegation | 3 |
| 1. Attach the task list that you completed in Exercise 9 | 3 |
| 1. What is the difference between a goal and an objective? | 2 |
| 1. Objectives must be SMART. what does this mean? | 5 |
| In Exercise 15 you were requested to: Write a goal statement. Copy that statement in your assessment. | 1 |
| 1. Write an objective statement. Copy this in your assessment | 1 |
| 1. Which time wasters were identified during Exercise 16. list at least 3 | 3 |
| 1. Attach the action plan to your assessment | 6 |
| 1. Give two reasons why meetings are important. | 2 |
| List three things you can do to ensure that your meeting starts and finishes on time | 3 |
| 1. List three things you could do to ensure the project is on track. | 3 |
| 1. List three questions you can ask when reviewing the progress of a project | 3 |
| **TOTAL** | **48** |