

## Course Accreditation: Services SETA

US No	<b>242811</b>
US Title	Prioritise time and work for self and team
NQF Level	<b>4</b>
Credits	<b>5</b>

NQF LEVEL:	4
NQF CREDITS:	5
COURSE LENGTH:	2 Days

### DESCRIPTION:

This Unit Standard enables learners to manage time and prioritise tasks in a work environment. This Unit Standard is intended for managers and aspiring managers of organisations. This course equips the self and the team. It utilises Project Management principles and is applicable to all sectors.

### LEARNING ASSUMED TO BE IN PLACE:

Communication:	<b>NQF Level 3</b>
Mathematical Literacy:	<b>NQF Level 3</b>

## Teaching Methodology

- Interactive learning based on outcomes-based education approach
- Facilitation approach during classroom training
- Formative assessments during training incl. group work, role plays, demonstrations, pair work, debates, case studies
- Visual aids – the use of multiple visual aids are promoted incl. slides, whiteboard, flipchart, video, audio
- Questioning techniques used – open-ended questions, discussions, analysing, comparisons, own opinions, conflict resolution, work-based examples, clarifications
- Assessments – formative assessments (during training), post assessments (building of Portfolio of Evidence and completing a Workplace Journal)



## Course Purpose:

The qualified delegate will be capable of:

- Creating, implementing and maintaining a personal and team task list.
- Using and maintaining a diary.
- Prioritising personal and team tasks.
- Implementing and maintaining a task list.

## Course Outline:

### Learning Unit 1: Create a Task List

- Module 1: The purpose of a task list for self and one's team is explained using examples
- Module 2: A task list is produced for the team, sequenced to meet organisational requirements
- Module 3: Information and documentation required are recorded on the task list and flagged for further action

### Learning Unit 2: Prioritise personal and team tasks

- Module 1: Criteria for prioritising tasks are explained according to organisational, personal goals and values
- Module 2: Information is recorded systematically in the diary according to generally accepted practice
- Module 3: Resources and the acquisition thereof are identified according to the task list

### Learning Unit 3: Use and maintain a diary

- Module 1: The purpose of keeping a diary is explained with examples
- Module 2: Information is recorded systematically in the diary
- Module 3: Actions are taken according to diary entries

### Learning Unit 4: Implement and Maintain Personal and Team Task List

- Module 1: Assign tasks to the team members according to the task list
- Module 2: Stakeholders are informed of the tasks that affect them
- Module 3: The task list is followed and amended where necessary
- Module 4: New tasks are added to the task list where necessary and all outstanding work is reprioritised
- Module 5: The work of team members is monitored to ensure tasks are achieved according to organisational requirements
- Module 6: Completed tasks are reported to the appropriate authority and checked off the task list



## Customised Course Outline: Option 1

### Course Accreditation: Non-accredited (delegates are not assessed)

US No	244589
US Title	Identify causes of stress and techniques to manage it in the workplace
NQF Level	3
Credits	2

#### Learning Unit 1: Explain stress and its role in daily living

- Module 1: The concept of stress is explained with examples from daily life and the workplace
- Module 2: The difference between positive and negative stress is explained with examples
- Module 3: Commonly recognised events that trigger intense stress are named and an indication is given of why each situation is generally stressful
- Module Range: Events that trigger intense stress include, but are not limited to moving house, changing job, marriage, divorce, death in the family, birth of a baby and poor finances

#### Learning Unit 2: Explain different ways in which people react to stress

- Module 1: The relationship between individual differences and reactions to stress is explained with examples
- Module range: Individual differences include, but are not limited to cultural, personality, class, sexual orientation and gender
- Module 2: Physiological responses to stress are identified and an indication is given of behaviour that may be associated with the response
- Module range: Physiological responses include, but are not limited to illness, emotional outbreaks, anxiety attacks, disturbed sleep, loss of concentration, withdrawal, mood swings, irritability and shaking
- Module 3: Emotional reactions to stress are identified and an indication is given of behaviour that may be associated with each reaction
- Module range: Emotional responses include, but are not limited to anxiety fear, emotional withdrawal, lowered self-esteem, crying, mood swings, apathy, irritability, depression and anger
- Module 4: Behavioural reactions to stress are identified with examples
- Module range: Behavioural reactions to stress include, but are not limited to absenteeism, substance abuse, compromised performance

#### Learning Unit 3: Identify stressors in the workplace and their relationship to work performance

- Module 1: Physical stressors in a workplace are identified with reference to ergonomics and individual reactions to the physical situation in the workplace
- Module 2: Management practices that can cause stress are identified in the workplace
- Module 3: The role of interpersonal relationships in workplace stress is explained with examples
- Module 4: The interrelationship between the individual and the demands of the job is explained with reference to training and self-concept
- Module 5: The impact of stress on work performance is explained with reference to the relationship between home, work and the wider environment



**Learning Unit 4: Identify stressors related to home and the greater environment**

- Module 1: Non-workplace related factors that may be the cause of stress are identified with examples
- Module range: Non-workplace related factors include, but are not limited to financial, spiritual, physical self, physical environment, social relationships, psychological wellbeing, values and attitudes
- Module 2: The interrelationship between different causes of stress is explained and an indication is given of how each may impact on the other

**Learning Unit 5: Investigate techniques to manage stress in the workplace**

- Module 1: The relationship between stress and healthy lifestyle is explained with examples
- Module 2: The role of attitudes, behaviour and management style in creating an environment in which stress is managed is explained with examples
- Module 3: Measures that can help to minimise stress in the workplace are investigated for a specific organisation or business unit
- Module 4: Techniques that can help to reduce or manage prolonged individual stress are identified in terms of reasonable accommodation and referral
- Module 5: Techniques to deal with a specific event are explored and an indication is given of when it is necessary to refer an individual for assistance

## Customised Course Outline: Option 2

### Course Accreditation: Non-accredited (delegates are not assessed)

US No	15096
US Title	Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations
NQF Level	5
Credits	5

**Learning Unit 1: Describe stress in personal life and work situations**

- Module 1: The concept of stress is explained with examples
- Module 2: Positive stressors are identified in personal life and own work situation
- Module 3: Negative stressors are identified in personal life and own work situation

**Learning Unit 2: Analyse the causes of stress in personal life and work situations**

- Module 1: Personal stressors are identified and an indication is given of how these stressors impact on the individual and an organisation
- Module Range: Personal stressors include, but are not limited to, issues of diversity, different value systems, perception of self, self-worth as a human being, knowledge of self as a unique individual, relationships with others financial status, work position, health, mental state, age, marital status and attitude to change



- Module 2: Societal stressors are identified and an indication is given of how these stressors impact on the individual and an organisation
- Module Range: Societal stressors include, but are not limited to, changes in belief systems, attitudes and values in society at large, health system, defence, security and the demographics of society
- Module 3: Environmental stressors are identified and an indication is given of how these stressors impact on the individual and organisation
- Module Range: Environmental stressors include, but are not limited to, the home and work environments
- Module 4: Organisational stressors are identified and an indication is given of how these stressors impact on the individual and an organisation
- Module Range: Organisational stressors include, but are not limited to, family related, support systems, management style, leadership style in work situations and the day to day functioning of an organisation
- Module 5: The interrelationship of the different stressors is analysed for three case studies

### Learning Unit 3: Describe typical reactions to stress

- Module 1: Typical physical, emotional, cognitive and behavioural reactions to positive stress are explored and an indication is given of how an individual can recognise positive stress in own life
- Module 2: Typical physical, emotional, cognitive and behavioural reactions to negative stress are explored and an indication is given of how an individual can recognise negative stress in own life
- Module 3: The impact of positive stress and negative stress on health is explained with examples
- Module 4: The impact of positive stress and negative stress on work performance is explained with examples
- Module 5: The impact of positive and negative stress on interpersonal relationships is explained with examples

### Learning Unit 4: Apply strategies to manage stress in personal life and work situations

- Module 1: Two theories of stress are researched and an indication is given of the coping strategies suggested by each theory
- Module 2: Proactive and reactive stress management strategies are conceptualised and applied to own life and work situations
- Module 3: A stress management plan is designed to maximise optimal stress levels in order to reduce negative stress in personal life and workplace situations