

TIME MANAGEMENT TRAINER SURVIVAL GUIDE

Acknowledgements:

Designed and Developed by:

CIDA Training (Pty) Ltd

Published:

July 2007

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GENERAL NOTES BEFORE YOU GET GOING ...

1. This is a one day programme.
2. We would like the workshop to be run in a room with desks arranged in small groups to facilitate the experiential learning process.
3. You will need to prepare your flipcharts ahead of time, and will need to stick these on the training room walls as you progress through the day – creating visible evidence of your learning progress.
4. You will need:
 - Prepared flipcharts, flipchart pens
 - Khokis, crayons, pastels, scissors, glue, magazines
 - Pictures of beautiful places for icebreaker
 - Copies of Wish List
 - Index Cards
 - Post Its
 - Bottle, sand, stones, pebbles
 - Paper plates
 - Alice in Wonderland Video
 - Masking tape
 - Blindfolds, clock with adjustable arms
 - Paper aeroplane templates, scissors, prizes
5. The final module in this programme is about developing an implementation plan to put the tools in your toolkit into practice. This toolkit metaphor is one that runs throughout the material. The central, Toolkit metaphor is linked to learners building a box of tools which they can easily apply at work. This final part of the final module is focused on developing an application plan in which the learners implement their new tools at work.
6. Learners may be required to develop a Portfolio of Evidence, in which case an Assessment Kit will be included in the learning material. Refer to the Facilitator Briefing for the specific project to confirm this requirement.
7. We do not refer to any page numbers in this facilitator guide. This is because we regard the Source and Work Books as ongoing and evolving. We want to be free to add information, update concepts etc to keep them up-to-date and fresh. Any page numbers we referred to in the facilitator guide would, therefore, become out-dated quickly. To avoid this potential confusion, we are making it your responsibility to cross reference your facilitator survival guide to any specific pages in the Work/Source Books that you may wish to refer to during the training day.

8. We have included time boundaries and a dayplanner. This will be influenced by size and experience levels of groups and is guide only. With the number of experiential activities, you will need to manage your time carefully!

Route Map	Time Boundary	Day Planner
Register, Intro & welcome	5 minutes	08h00 – 09h15
Housekeeping and ground rules	5 minutes	
Workbook & sourcebook	5 minutes	
Expectations & objectives	15 minutes	
ABSA Introductory Module	20 minutes	
Route Map	10 minutes	
Icebreaker	15 minutes	
Module 1: Lights! What is time management?		09h15 – 10h15
What is Time Management? (Scenario Review and Definition Activity)	20 minutes	
Value of Time (Shopping for Time Activity)	20 minutes	
Gains from Effective Time Management (Against The Clock Brainstorm)	20 minutes	
Tea Break One	15 minutes	10h15 – 10h30
Module 2: Camera! You and Time Management		10h30 – 11h30
Understanding Current Approach (Time Management Questionnaire)	10 minutes	
Balancing Your Seven Vital Areas (Questionnaire and Imbalance Activity)	10 minutes	
Reasons for Inefficiency	40 minutes	
Module 3: Preparing to Perform: Planning Techniques		11h30 – 12h30
Planning (Time in a Bottle and Everything on Your Plate, Alice in Wonderland Animation)	40 minutes	
Setting CSMart Goals (Plan by numbers game)	20 minutes	
Lunch	45 minutes	12h30 – 13h15
Module 3: Preparing to Perform: Planning Techniques Continued		13h15 – 14h30
Setting Action Plans (STONES Imbalance Activity)	20 minutes	
Urgent v Important (Index and Floor Grid Activity)	40 minutes	
To Do Lists and Diaries (Best Practise Review)	15 minutes	
Module 4: Action! Managing Time Using Further Workplace Tools		14h30 – 15h15

Handling Interruptions Effectively (Watch the Clock Activity)	15 minutes	
Time Management Tools (Poster Activity)	30 minutes	
Tea Break Two	15 minutes	15h15 – 15h30
Module 4: Action! Managing Time Using Further Workplace Tools		15h30 – 15h45
Time Management Tools (Amazing Race)	40 minutes	15h30 – 16h10
Module Time Management Toolkit	20 minutes	16h10 – 16h39
Wrap Up and Evaluation		

Registration

It is essential that the CIDA Learning is accurately and completely filled in. If this workshop is part of a skills programme, you will also need to ensure that each Learner completes the National Learner Records Database form. Recordkeeping is very important when the learner is working towards credits, or a qualification, and any inaccuracies or missing information impacts on this.

Introduction and Welcome

Introduce yourself and warmly welcome all the learners to the workshop. Kick off by saying that we are all here to talk about becoming a good time manager. In this workshop we're going to equip you with a toolkit of new knowledge and skills that will assist you as you journey to becoming a high performer and effective time manager.

House Keeping and Ground Rules

Cover all practical issues like:

- Break schedule
- Start / Finish times
- Structure of the day.
- Body-breaks" / smoke breaks
- Cellphones, etc

Contract ground rules that create a space that is safe for the learners to interact, share, participate, play and explore. As the Facilitator, you will bring respect, listening, and facilitation of the process. You will direct information towards the outcomes the group needs to achieve, and bring a wealth of knowledge and experience. But remember, that they, the learners, also do so.

They need to come up with the ground rules – things like transparency, not judging others, being fully present and contributing at all times. Being willing to risk and open to new ideas and doing things differently. As Facilitator, you need to encourage the learners to create these rules. Put these up on a flipchart labelled “Ground Rules”, and put it up on the wall. You can refer back to it at any time if you feel that the learning process is going off track.

Part of the ground rules is to position that the journey, or the day, is highly interactive, and we use experiential learning as our delivery medium. This means that we will be using games, simulations, videos, group discussions, play dough, music and other creative resources to learn and understand the application back to our own working environment. Basically, the success of today is determined by the level of everyone’s involvement and participation

Position the Source and Workbooks

You need to explain to the learners how to use the Source and Workbooks:

1. The Source Book is the learner’s own reference guide with depth and breadth of information around the subject of emotional literacy.
2. The Workbook is filled with activities to guide the learning process. Explain that today we build a ‘toolkit’ together. The sourcebook provides the ‘knowledge’ to create the toolkit and the workbook will highlight the skills required to fill these toolboxes.

Here you need to cover all practical issues like:

- Break schedule
- Start / Finish times
- Structure of the day.
- “Body-breaks” / smoke breaks

The number of activities in the workshop make this a busy day, and you need to ensure that everyone contracts to be aware of timekeeping!

NEW Module One in all ABSA Workshops

From April 2007, Module One in all ABSA workshops will be replaced with a revised and more focused Module. The objectives of this new module include:

1. Positioning ABSA’s new vision, mission, purpose and values
2. Linking this to the New Economy, and the requirement for high performance at individual, team and organisational levels.

3. Positioning learning as the fuel for both high performance and career development, in line with New Economy models of careers.
4. Highlighting Connectivity's learning offering and
5. How to register for additional Connectivity workshops.

This module should take a maximum of twenty minutes, and is to be positioned within the first hour of the workshop.

The new Module One will be included in Workbooks and Sourcebooks as stock levels permit. Until this phase is completed, you will receive both the old version of Module One in Workbooks and Sourcebooks, as well as a handout of the new version. Please ignore the old version, using the NEW Module One with immediate effect.

Working in the high performance, New Economy

Positioning: Briefly position the New Economy context, with a focus on the requirement for individuals, teams and organisations to performance atprecedented levels of performance. Link this to ABSA which, as a part of the international Barclays Group, operates within this New Economy paradigm. The challenges to achieve and deliver are clearly articulated in the ABSA Vision, Purpose, Mission and Values.

Flipcharts:

1. Prepare a flip with key words describing the New Economy: more with less; speed; technology; competition; global; change; time scarce; choices; customer demands; war for talent; customer centricity; high performance.

2. Prepare a flip with ABSA's vision, purposes, mission and values:

Vision

To become the pre-eminent bank in South Africa and the rest of Africa

Purpose

To enable our customers to achieve their ambitions and by doing so, deliver superior benefits to all our stakeholders...

Mission

By ensuring we:

- Put the customer at the centre of everything we do
- Differentiate through superior service and competitive products
- Continuously innovate

- Are brilliant at execution
- Have the best people and engage them in our business
- Lead by example

Values

- Value our people and treat them with fairness.
- Demonstrate integrity in all our actions.
- Strive to exceed the needs of our customers.
- Take responsibility for the quality of our work.
- Display leadership in all we do.

Activity: Working within a New Economy organisation like ABSA, with its challenging vision and mission, requires unprecedented levels of performance. The need to think and act differently is clear. Ask Learners to spend two minutes reflecting on how this impacts them in their role within ABSA.

Debrief and Key Learning Points:

Use the Learners feedback as a starting point, ensuring that you highlight:

1. High performers in the New Economy context are characterised by personal and social competence, as they skilfully manage both themselves and their relationships with colleagues, customers and leaders across both Sales and Service pillars.
2. Developing these competencies requires courage, discipline and commitment to learning.

Bridge and Link: Let's explore the link between learning and high performance.

Learning ignites high performance and activates your career

Positioning: Briefly position that learning ignites high performance, and fuels an ability to deliver to customers across both Sales and Service pillars. It activates careers in the New Economy. Briefly position that in the New Economy, career concepts have been turned upside down. Career paths are seen as quests for personal development.

Activity: Ask Learners to reflect on whether they have the courage, discipline and commitment to learning to fuel high performance and activate their career? What is their personal development path towards high performance, and how does attending this workshop contribute to this? Give them five minutes.

Flipchart: Prepare a flip which includes 'The ladder is gone, and there is not even a rope ladder for support. It is more like a jungle, with you required to bring your own machete as you develop a personalised career path'.

Debrief and Key Learning Points:

Emphasise the need to construct a personalised development path to activate a career and fuel high performance. Link to the specific workshop the learners are attending, and its learning outcomes.

Bridge and Link: Let's explore how Connectivity can assist you to accelerate your learning.

Connectivity accelerates learning within ABSA

Position: Briefly position Connectivity's relationship with ABSA, and that its understanding of the environment, business drivers and culture, has enabled the development of a menu of learning which enables high performing ABSA employees and teams. Connectivity's learning is accelerated, highly contextual to the workplace, practical and 'how to' focused. Direct Learners to their tent cards which detail the list of Connectivity workshop.

Activity: Ask learners to reflect on additional Connectivity workshops which could fuel high performance. Give them two minutes.

Debrief and Key Learning Points:

Emphasise that these programmes are designed to powerfully add to personal and social competencies, and fuel high performance within ABSA.

Bridge and Link:

Finally, let's confirm that everyone is confident about registering for a Connectivity programme using the ESS.

Register for Connectivity Programmes

Position: Position that learners can register for any Connectivity workshop using the ESS or calling the People Management Contact Centre. The Sourcebook contains a list of course name and codes. Plus a step-by-step process to register.

Activity: Ask learners to discuss registration processes in their small groups. Give them five minutes.

Debrief: Ensure all are comfortable, and note any issues registering, which should be reported to the Connectivity QA team for escalation. Let's now explore the specific routemap for today's workshop.

Expectations and Objectives

Contract ground rules that create a space that is safe for the learners to interact, share, participate, play and explore. As the Facilitator, you will bring respect, listening, and facilitation of the process. You will direct information towards the outcomes the group needs to achieve, and bring a wealth of knowledge and experience. But remember, that they, the learners, also do so.

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Routemap

Prepare a flip which details the day's routemap:

What is Time Management:

1. A definition of time management.
2. The value of time.
3. Misconceptions about time management and
4. The gains to be made from managing time.

You and Time Management:

5. Understanding your current approach to managing time
6. Balancing the Seven Vital Areas of your life
7. Identifying current psychological and environmental reasons for time inefficiency.

First organising techniques:

Put your Toolkit into action:

8. Setting CSMART goals.
9. Developing action plans using the STONE technique.
10. Prioritising effectively using the Important – Urgent tool and
11. Using To Do Lists and Diaries as tools.

Managing Time Using Further Workplace Tools:

12. Handling interruptions effectively
13. Reducing paperwork and emails
14. Organising your physical space
15. Delegating
16. Saying 'no' and
17. Prioritising your own wellbeing.

If relevant ...

Position the Unit Standard Map and Assessment

You need to explain to the learners how unit standard/s maps to this workshop. Prepare a flipchart with this information.

Each sourcebook will contain the relevant unit standard map. Unit standard map and assessment process.

This workshop is orientated to key time management concepts, providing learners with key embedded knowledge within the within the Manage time effectively to enhance productivity and enable a balanced lifestyle unit standards . A unit standard map has been included in the workbook and sourcebook to help them to see the links between the content and activities in this workshop and the unit standards.

The unit standards that this workshop maps to is:

117171 Manage time effectively to enhance productivity and enable a balanced lifestyle, NQF level 3, 2 credits.

For this module based on these unit standards, learners will acquire time management skills and learn how to use those skills in their own life and workplace. They should learn how to be efficient workers who is able to make decisions and recommendations about effective time management in a business and lead a balanced lifestyle.

The detail of the maps does not need to be looked at, the Learners can refer to it if need be later. The 'Link' icon in their Sourcebook is an easy way to see the links between the workshop and the unit standards. It is essential, however, that you as the Facilitator are comfortable on the links between the unit standard, workshop and qualification.

Assessment will take place throughout the workshop, as learners complete the following:

- Individual and group activities

Assessment for this workshop will also include:

- Building a Portfolio of Evidence using naturally occurring workplace evidence.
- Developing a personal development plan

Upon completion of this module learners will be required to integrate their learning in the workplace. After three months on site, they will be required to submit a Portfolio of Evidence (which includes the work based assignment described in the last part of the module of this programme) for assessment by a Cida Learning assessor.

Icebreaker

- Have a set of pictures/postcards of beautiful places/scenes.
- Gather group around in circle. Place all pictures in centre of circle.
- Ask learners to select a picture/scene that best represents their wonderland (use word wonderland because you will tie it into an animation theme later).
- Be sure to draw out learner's feelings about their wonderland.

Module 1: Lights: What is time management?

Position: In this module we will explore the importance of managing time. We will look at essential time management concepts:

- A definition of time management.
- The value of time.
- Misconceptions about time management and
- The gains to be made from managing time.

These concepts add insight and understanding to the Time Management Toolkit we will build together throughout today's programme. Let's start by understanding what is meant by the term 'time management'.

Defining Time Management

Position: Time is a scarce resource. It can never be used again. It passes and is gone forever. To use time more effectively, your only choice is to get more done in the limited time available. This is where time management becomes essential. Time scarcity is a characteristic of the new economy.

Activity: To kickstart our day, let's start off by exploring what we mean by time management. Review the scenarios in your Workbook, reflecting on which feel familiar to you (or developing one which captures your situation more accurately).

Then use your discussion to develop a definition of time management.

Debrief and Key Learning Points: Use the learners' definition as a starting point.

1. Time Management teaches a number of techniques that aim to increase an individual's effectiveness in getting done the things that need to be done.
2. Time management is somewhat of a misnomer since time passes without regard to what we do; the only thing we can manage is ourselves.

3. So, managing time is intertwined with managing ourselves. Taking control of your time, means facing up to the fact that you are usually the problem, not someone else.
4. Taking control of your own life requires that you change well-established habits. This is not easy, but it is definitely worth the effort because the benefits are tremendous.
5. Refer to the Do It Aid: Time Management Means Being In Control Of You.

Bridge: Let's further explore the value of time.

The Value of Time

Positioning: Consider how we refer to time in our daily life. Many of the words associated with time are linked to money. We speak of spending, making, saving time. More and more people are talking about being 'time poor'. The link between time and money expresses the enormous value of time. "Time is money" - Benjamin Franklin. Let's explore this in a fun and fast paced activity.

Flipchart: Time is money quote, plus a flip to capture learner results from Shopping for Time Activity with three vertical columns. In the first column, list the names of all the learners..

Activity: Explain to the learners that they will participate in a fun, fast-paced activity that will explore the concept of managing the time that they "spend" on a daily basis. Learners will find their "Wish List" for this activity in their workbooks. You will also need Resources Required: Flipchart, calculators -one per learner, shopping list handout.

- Start with "who likes shopping/spending?" You now have an opportunity to spend R86 400.
- Turn to the Wish List in their Workbook. Tell the learners that when you say "start", they will have 2 minutes to buy anything they like off their shopping list.
- They will have R86 400 to spend.
- They are tick off all the items they buy.
- Check that they all understand their instructions.
- Begin! (Time 2 minutes: give a 1-minute time call, and then a 30 second time call).
- Now let them total what they spent, and share their totals with you.
- Record their totals in the second column on your flipchart. If any of the learners have overspent, tell them to refer back to their shopping list, and to take off their most expensive item, and give you their new total.
- Hand out additional Wish Lists, and repeat the process.
- Record their new total next to/underneath original, highlight it with brackets or different colour marker.
- Repeat process for one more round, limiting your time in the third round to one minute.

Debrief: Ask the following questions to debrief

1. What happened?
2. How did it feel?
3. How can you apply this to your management of time?

$$86400-00 = 24\text{hrs} \times 60\text{mins} \times 60\text{seconds}$$

- Time is like money it can get spent very quickly and easily.
- Time is unlike money in that what you don't spend cannot be saved. Unspent time is lost.
- If you overspend time in one area, something else is lost in another area (hence deducting most expensive item from the list).
- Time is intangible money is not. To make the concept of time more tangible, it can be useful to associate it with money.
- To make the best use of your money, you need to budget. To make the best use of your time, you need to budget it. The more you practice "budgeting", the better you get. (3 rounds in the shopping activity – practice).
- You cannot make time, like you can make money. However, through planning, you can use it more efficiently.

Refer to Do-it Aid "Time management V money"

Bridge: We have explored the value of time, and need to use it efficiently. Next we will investigate the gains of time management.

Gains from Effective Time Management

Activity: In small groups learners are required to , brainstorm the benefits and gains from effective time management. You will be working against the clock, and will have precisely 2 minutes to generate as many ideas as possible. Once the time is up, reconvene large group and flipchart a list of benefits and discuss.

Debrief and Key Learning Points:

1. Good time management can pay huge dividends.
2. The time you save will give you more time to do what you want. You can also profit from time management in other ways.
3. Good time management is likely to Improve your productivity, efficiency and effectiveness; contribute to your high performance; improve your health and energy levels.; make you feel more relaxed; reduce stress and frustration; give you a sense of achievement and piece of mind.
4. The main benefit of effective time management is that it can drastically improve the quality of your life.

Bridge: In this module we explored the importance of managing time. We looked at essential time management concepts - A definition of time management; the value of time; Misconceptions about time management and the gains to be made from managing time.

These concepts added insight and understanding to the Time Management Toolkit. Start thinking now about how you, as a high performance employee, can translate these insights into action and implement this new understanding back in your workplace as you take greater control of your time – and yourself!

In the next module we will assess your current time management practises.

Module 2: Camera! You and Time Management

Position: In order to learn to maximise your time, you need to know how effectively you are working with your time at the moment. This module is designed to help you assess the way you work with your time at the moment and suggest ways of improving this. It includes three essential tools for your Time Management Toolkit: Understanding your current approach to managing time; balancing the Seven Vital Areas of your life and identifying current psychological and environmental reasons for time inefficiency.

Flip: Prepare a flip with the quote ""Don't say you don't have enough time. You have exactly the same number of hours per day that were given to Helen Keller, Pasteur, Michelangelo, Mother Teresa, Leonardo da Vinci, Thomas Jefferson, and Albert Einstein." - H. Jackson Brown

How you currently manage your time

Position: We will start this module with your current approach to managing time.

Activity: To evaluate your current approach to time management, score yourself on the following questionnaire. Select the options that are closest to your experience. Respond as honestly as you can.

Add up your total score and check your performance by reading the corresponding evaluation.

Debrief and Key Learning Points: Reflect on the experience of completing the questionnaire, and their final score.

1. Managing time in a high performance manner ensures that your focus is not on busyness, but on achievements of results and outputs.

2. It also relies on a more holistic approach to time investment, focusing on accomplishing what is most important for you. When you don't accomplish what you truly want, you may feel confused, compromised, and frustrated.
3. Many people try to use time management techniques that work for others, only to be disappointed.
4. Often this is because they don't also identify the goals most important to them and gear the techniques toward those goals.

Bridge: In light of the importance of understanding important components of your life, we will next reflect on balancing the Seven Vital Areas of your life.

Balancing Your Seven Vital Areas

Position: Your life is made up of Seven Vital Areas. You will not necessarily spend time or equal amounts of time in each area every day. But if, in the long run, you spend sufficient quantity and quality time in each area, your life should be in balance. If you neglect any one area, you might eventually sabotage your success overall. Much like a table, if one leg is longer than the other, the entire table is unbalanced and wobbles! How does this image reflect your life currently?

Flip: Prepare a flip with the Seven Vital Areas.

Activity: Review the balance in the Seven Vital Areas of your life by completing the questionnaire below. Mark the factors that are imbalanced. Then prioritise three imbalances that you have checked above. We will come back to them.

Bridge: No one sets out to manage time inefficiently or have imbalances across these Seven Vital Areas. Next we will explore reasons for time inefficiency.

Reasons for Time Inefficiency

Positioning: Understanding your current approach to time management requires a deep understanding not only of how you would ideally balance your life, but also, personal reasons for time inefficiencies. No one sets out to manage their time badly. Yet, most people have experienced having their plan for a day or week hijacked by unexpected events; and asking themselves questions like – Where did the time go? What got in the way of my plan? Time inefficiency is explained by a variety of psychological and environmental obstacles and barriers. These often create the perception that time management is not within your control. Yet an awareness of psychological barriers, and

management of environmental barriers enable time inefficiencies to be overcome. We will explore these next.

Activity: Working in small groups, using the Index Cards provided, and following the facilitator's instructions, brainstorm the psychological and environmental reasons that individuals may manage their time inefficiently. Then each select one obstacle and explore how to overcome these obstacles using the Sourcebook for ideas. Finally, each individual should reflect on their own approach to time management answering the following questions: which of these obstacles is particularly relevant to your own time inefficiency? How can you overcome this?

Debrief and Key Learning Points: Focus on the areas raised by the group as issues for them on their Index Cards.

1. Time inefficiency is explained by a variety of psychological and environmental obstacles and barriers including poor prioritisation, procrastination, immediacy, optimism, perfectionism, underdeveloped decision making skills.
2. Environmental factors include the telephone, interruptions, meetings and email. These often create the perception that time management is not within your control.
3. Yet an awareness of psychological barriers, and management of environmental barriers enable time inefficiencies to be overcome.
4. Understanding Pareto's Law provides powerful insights into where you are focusing your time. One of the main reasons we waste time is because we spend too much time on things that give us very little result. One of the major tricks to prioritising is identifying tasks that will give us the best results for the amount of time we would have to spend on them. Pareto's Law (or the 80/20 rule) says we spend approximately 80% of our time doing work that produces only 20% of the result. The remaining 80% of results are achieved with only 20% of the effort!
5. Delivering in a high performance style requires that you take control that you exert over your environment, and apply time management tools to exercise this control.

Bridge: This module helped you to assess the way you work with your time at the moment and suggested ways of improving this. It includes three essential tools for your Time Management Toolkit:

1. Understanding your current approach to managing time and
2. Balancing the Seven Vital Areas of your life.
3. Identifying current psychological and environmental reasons for time inefficiency.

Start thinking now about how you, as a high performance employee, can translate these insights into action and implement this new understanding back in your workplace as you strive towards greater balance and quality of life. The next module adds the first organising tools to your Toolkit.

Module 3: Preparing to perform: Planning techniques

Position: Now that you have an understanding and awareness of how you are currently using your time, it is essential to add practical tools to your Time Management Toolkit. This module equips you with practical tools which enable more effective management of time, focusing on results, rather than busyness. This module equips you with important organising tools:

1. Setting CSMART goals.
2. Developing action plans using the STONE technique.
3. Prioritising effectively using the Important – Urgent tool and
1. Using To Do Lists and Diaries as tools.

Let's explore how to plan and set CSMART goals by looking at saving time in a bottle.

Time in a bottle

Position: How often have you heard someone say that getting organised requires that you 'plan the work and work the plan'. Effective time management needs a plan. This should be in writing. It should also be reviewed and updated regularly. An effective plan shows an accurate and complete picture of your work plan for the immediate future and gives an idea of what lies beyond this. The plan must work for you as an individual, and should stem from an ideal of balancing the Seven Vital Areas of your life. It should help you to set goals, prioritise your tasks and put together a to do list. It should link to your diary and appointment system. Listen to the Jim Croce song 'If I could save time in a bottle'. The words are in your Sourcebook. Let's explore how you can save time in a bottle!

Activity: The purpose of this activity is to demonstrate the importance of effectively planning your time. While you are setting up the demonstration, introduce the activity by saying something like: "Who likes beach holidays? Who would like to have more time to spend at the beach? / at your wonderland?" Remind learners of their associated feelings. I thought I'd bring a little of your beach dream with me today, to remind you, that if you manage your time effectively, you can enjoy more of this type of dream, and others, in your life. So, let's get in touch with such a dream, by experiencing the stones, pebbles and sand, of the beach."

Resources required: 2 x 1lt clear jars, with wide mouth (opening)
Approx 6 stones approx size of medium/small potato)
Approx 1 cup of pebbles (approx gemstone size)
Enough fine sand to fill jar

Conduct activity (in front of group):

- Pour the sand into the jar (tightly packed), about half full.
- Place the pebbles on top of the sand
- Ask the group how many of the stones they think you will fit in to the jar now?
- Place as many stones as you can in the jar, but the point is that not all of them should fit. (Experiment with your quantities to get this part of the demo accurate)
- Now say – “let’s see if there is another way to get them all in?”
- Remove the stones from the jar and place all the stones in a new empty jar
- Remove the pebbles and place them all in the new jar
- Now ask the group if they think that you will get all the sand in the new jar with the stones and pebbles.
- Slowly pour the sand from the 1st jar into the 2nd, making sure it filters through the stones. It should all go in. (Measure before hand)

Debrief, using the flipchart:

- Fitting everything into the available time requires real planning.
- The ‘Time in a Bottle’ metaphor highlights this creatively.
- The STONES represent your most important priorities which make the greatest impact if you achieve them. These contribute to your high performance. .
- The PEBBLES represent tasks or deliverables of medium priority. The SAND represents more routine tasks. The jar represents a block of time.
- This could be a day, week, month or even a lifetime! If your jar is filled with the smaller things – SAND and PEBBLES, it is difficult to find space (and time) for the more important STONES.
- If you plan time for the most important tasks first, and then fill the rest of your jar with the less important tasks, they will all fit in and you will operate at a high performance level.

Bridge: Let’s put this new insight into action in a fun activity as you as you brainstorm everything on your plate, literally and creatively on the plate provided.

Activity: Resources required: Plain white paper plates (NO wax coating, since learners will be writing on them) at least one per learner. Have fun distributing plates e.g. throw like Frisbee. Learners need to brainstorm everything that is currently on their plate and write it

on the plate. Learners review their lists and determine which are medium size tasks (PEBBLES) and which are daily routine tasks (SAND). Circle the medium sized tasks (PEBBLES). Review which of these are STONES, which are PEBBLES and which is SAND. Ring the STONES and underline the PEBBLES.

Debrief: Ask learners to share some examples of their PEBBLES. This gives you the opportunity to clarify that they have understood the difference between PEBBLES and SAND.

Bridge: Let's add to this understanding of planning, in watching the Alice in Wonderland snippet.

Position: This builds on our discussion this morning about our dream places or 'wonderlands'.

Activity: Let's observe Alice in Wonderland, trying to get to her destination. Whilst watching reflect on the following:

1. What is happening to Alice? Why?
2. How does this apply to our own lives?
3. How can we avoid this?

Discuss these with a partner.

Debrief: Using the learners' feedback as a starting point , covering: "What conclusions can you draw?"

1. She was misled and misdirected because she was not clear on where she wanted to go, ending up getting no where.
2. In our own lives if we do not plan, and set goals, we can easily get no where.
3. By planning and setting goals.

Bridge :You have seen that if you plan effectively it is possible to fit all the stones, pebbles and sand into the bottle; and that setting goals is key to getting to your wonderland; or, creating time for your wonderland. Effective Time Management is about planning and sticking to the plan. But your plan needs to be purposeful, and not just a "to do" list to get through a days tasks. So the starting point for a purposeful plan is to set yourself goals, and then you can use action steps to achieve those goals. (Effectively these action steps are the larger stones that you will put in your jar first). We will explore this next.

C Smart Goals

Position: Let's play the 'Plan by Numbers' game to explore the importance of planning and setting goals.

Activity: Tell learners that this is a fun and simple hand-eye coordination exercise in which they are to work as fast as they possibly can within a given time period. Then tell the learners to turn to the Numbers Game in their workbook. They will have 60 seconds to try to connect as many numbers as possible, starting from #1 to #2, #3, etc. Point out that their lines can cross each other – i.e. reach the next number by the quickest route possible. They must stop the second you shout – "Stop!"

ROUND 1: Allow 60 seconds; then say, "Stop. Please circle the highest number you reached and jot down the number '1' in the upper right hand corner."

Get them to turn to their graph, and plot the number they reached on the graph.

ROUND 2: Repeat the exercise for Sheet 2, but this time tell them to set a goal of what number they think they will reach.

At the end of the round ask if it was easier than the first time? Ask who met their goal, and who was way out. Plot the score on the graph.

ROUND 3: For Sheet 3, tell them to select a new goal, and to make sure it is realistic and achievable. Ask them if what they experienced in the last round helped them to set a realistic goal.

Again, at the end of the round as who has met, or exceeded their goal? Who has not? How do they feel about that? **Learning Outcome:** When we are realistic about our capabilities, we can set more realistic goals. Plot the score on the graph.

Unpack the feelings – the desire to achieve is there – they want to improve – it can be stressful!

ROUND 4: Now they must write down their goal, and share it with the person sitting next to them. (Say It – Write It Principles). Ask if this puts more pressure on them to achieve. Repeat the same exercise, remembering to plot their score on the graph.

ROUND 5: Ask if anyone has noticed anything about how the numbers are positioned on the page. If necessary, help them to 'discover' that the odd numbers are on one side, and the even numbers are on the other. Divide the page in half to demonstrate.

Now let predict their score again, and play the round. Ask who met/exceeded their goal? In all probability, more will have met/exceeded their goal than before. Ask them why this is: Learning Outcome – that with more knowledge/resources at our disposal, we can do better at meeting and/or exceeding our goals. Also, we don't always give clear, precise instructions, and often leave out important information. This makes it much harder for other people follow our instructions!

ROUND 6: This time, tell them that you are challenging them to play the game with the opposite hand to the one they normally write with. Say that you will give a prize to the person who reaches the highest number. Tell them to write down a goal, then fold the page, then time them.

Debrief: Are their results amazing!? Did anyone do better than they had predicted? The new challenge has challenged them to try even harder. Their adrenaline pumped even harder! Highlight that change is WONDERFUL, that "going to the edge", and doing something different can have profound results.

Also, mention the power of motivation! Give the winner a little prize, like a box of Smarties.

For round 7 set them off, and "forget" to stop them after one minute. Let the game run for two minutes. Unpack what they felt afterwards. Did they lose motivation? How did it feel not having a deadline? Deadlines are NOT effective when they are not adhered to.

Learners are then required to reflect on your performance and list all the reasons why they think their performance improved?

Flipchart: Prepare a flip listing, use this when debriefing on the activity:

- Set goals
- Time limit
- Practice
- Extra Knowledge/information
- Motivation
- Positive Attitude
- Experimenting with new ideas.

Debrief and Key Learning Points:

Use the learners' feedback as a starting point, ensuring the following key points are covered:

1. Goals help drive towards high performance.
2. They are set on a number of different levels: First you create your "big picture" of what you want to do with your life, and what large-scale goals you want to achieve.
3. Second, you break these down into the smaller and smaller targets that you must hit so that you reach your lifetime goals.
4. When setting goals, there's a simple four-step guide we can use: See it, Say it, Write it and Do it. Goals should also be CSMART – challenging, specific, measurable, achievable, realistic, time related.

Flipchart: Prepare a flipchart with 4 step guide and CSMART principles. Refer to it when debriefing.

Refer to Do-it Aid "CSMART Principles"

Bridge: We will come back to setting CSMART principles in the next activity. Let's add to this concept next by exploring how to follow through on the goals that you have set using action planning.

Using STONES to develop action plans

Position: Setting goals gives your life direction. You will only get where you want to be, if you know your destination and can identify the path that will lead you there. Once you have clarified your goals, you need to identify the necessary action steps. Your action plans are like stepping stones to your goals. One of the reasons many people do not achieve their goals and subsequent success, is not because they are not ambitious. It is usually because they don't follow through on the actions required to get them there. In order for your Stepping Stones (action plans) to be useful, they need to meet the following (STONE) criteria:

Specific action:	What specific actions will you take?
Time-frame:	How much time will it take, and by when must you have taken this step?
Obstacles identified:	What are the possible obstacles?
Noteworthy:	Will this action make a significant impact in achieving your Goal?
Evidence:	How will you know the step is complete?

Flip: Prepare a flip detailing the STONES principles.

Refer to the DO IT Aid 'Laying Stepping Stones'

Activity: Let's put the CMSART and STONES tools into action. Refer to the activity in the previous module where learners listed the three major imbalances in their life. Based on the imbalances identified

1. Formulate three goals to that will address these imbalances.
2. For each goal, formulate three action plan stepping stones that they will need to achieve the goal identified.

Debrief and Key Learning Points:

Ask learners to reflect on the activity, and the power of using the STONES tool, emphasising that people often do not achieve their goals because they do not set CMSART goals, and they do not follow through on actions required to achieve the goals set. Action plans are like stepping STONES to achieve goals.

Bridge: Having explored two powerful planning tools, let's look at another which enabled you to prioritise what is important v what is urgent.

Prioritising Urgent v Important

Position: We explored Pareto's Law in the previous module. This highlighted the importance of focusing your time and attention on activities which lead to in the most business significant outcomes. Operating at a high performance levels requires a significant understanding of prioritisation. The Urgent v important Tool is essential in this regard. Urgency and importance are two categories used to prioritise work activities and tasks. This distinction helps to clarify where to focus, what to do first and define what the best use of time is. This is essential when facing a demanding workload.

Activity: Let's start investigating this tool, by reflecting on your own Urgency Index. Complete this individually. Once you have your final score, assess your own need for urgency.

Debrief and Key Learning Points:

1. Sometimes we become crisis driven – focusing on what's urgent and immediate – because of the adrenalin and excitement of operating in the moment and solving problems.

- Stephen Covey refers to this as "urgency addiction" and warns that this form of addiction is just as dangerous as any other commonly recognised dependencies.
- It can become a habit, and create predictability. It can become difficult to shift out of this mode of behaviour.

Bridge: Just because something is important, is it urgent? Does it have to be done first? Important things are important - which doesn't mean you have to drop everything and do them right away, but it means you have to do them, and do them properly. The Urgent v Important Tool helps to prioritise in exactly these situations. Let's look at this tool in detail next.

Position: The Urgent - Important Tool is a practical and visual way of categorising tasks and activities by simply assigning letter A, B, C, or D and establishing a level of prioritisation. This tool enables you to use the level of classification given to each task to allocate priorities and time. Delivering results demands that you focus attention to urgent and important tasks. As a high performer, we need to display sufficient discipline to recognise that sometimes challenging activities need to be completed first. Ignoring them creates crisis management. Any working day, week or month should include a mix of A, B and C tasks.

Flip: Prepare a flip with the Urgent v Important grid.

		Urgent	Not Urgent
Important		<p>A tasks -both important and urgent needing to be handled immediately and effectively. 1</p> <ul style="list-style-type: none"> Crises (e.g. furious customer) Problems impacting on delivery unless handled immediately (e.g. repair a broken printer to print off urgent documents) Deadline-driven projects (eg financial year end) Meetings 	<p>C tasks - important but not urgent. These need to be given adequate time to complete thoroughly deserving time and effort. If left too long they could become urgent. 2</p> <ul style="list-style-type: none"> Preparation and planning Preventing problems Building relationships Own personal wellbeing
Not Important		<p>B tasks – urgent but not important, requiring quick and immediate action. Do not spend too much time on them. 3</p> <ul style="list-style-type: none"> Some interruptions Some phone calls Some email, some reports Some meetings 	<p>D-tasks - neither important nor urgent. Only focus time when everything else is complete; if at all. If possible, negotiate with to drop these activities. 4</p> <ul style="list-style-type: none"> Trivia Junk mail Activities which do not link to business drivers or performance outcomes

Activity: Now let's put this tool into action and find out how much urgency REALLY does control their lives, lets apply a simple game to establish what really is Urgent and what is Important (these are often confused in life!).

Prepare the Urgency Grid on the floor using masking tape while the learners brainstorm typical activities during a working day in their life using the Post Its provided. These need to be classified as A,B, C or D tasks. They then need to lay each post it down on the relevant grid.

What inevitably happens (and this would then form your debrief) is that we have a group discussion around how the 'Urgent' quadrants are loaded and why this is the case. (List questions on flip for discussion).

Flipchart: List the discussion questions on the flip:

1. Why is the Urgent quadrant loaded?
2. How do Important tasks become urgent?
3. How could your tasks be re-assigned to other quadrants?

Debrief and Key Learning Points:

1. Human nature determines that we often focus on tasks which either we enjoy, or which are easier to complete before tackling the more complex and difficult ones.
2. What typically transpires is that these tasks are left to the last minute (link to procrastination) so we make them urgent; there is a misperception that many of the tasks are actually IMPORTANT (but we perceive them to be URGENT).
3. Get learners to correct others' tasks and re-classify them in the quadrants, if needed.
4. Refer learners to the article in their Sourcebook, about eating frogs (that is, handling important tasks) – and the importance of eating your worst frog first in the day. The Urgent v Important grid helps to prioritise this. High performers need to display sufficient discipline to recognise that sometimes challenging activities need to be completed first. Ignoring them creates crisis management.

Bridge: Delivering results demands that you focus attention to urgent and important tasks. Inboxes, in and out trays, diaries and to do lists can be structured in the Urgent-Important format to enable easy classification. Let's explore best practise use of To Do Lists and Diaries next.

To Do Lists and Diaries

Position: To Do lists should form part of a system of larger plans that you have in place to enable yourself to ultimately achieve your lifetime goals. A weekly or daily To Do list, identifies things that you should do today to work towards your performance, and more broadly, lifetime goals. Most high performers use a diary - either a manual, paper version

or a technology enabled, scheduler. Use your Sourcebook for a list of best practises when compiling To Do Lists and Diaries.

Activity: With a partner, review the best practises listed in your Sourcebook including the article, reflect on your typical to do list and diary usage and how this can be made more effective. Develop an action plan to implement to do list and diary best practises.

Debrief and Key Learning Points:

Use the learners' key learning points as a starting point, emphasising:

1. To Do lists should form part of a system of larger plans that you have in place to enable yourself to ultimately achieve your lifetime goals. A weekly or daily To Do list, identifies things that you should do today to work towards your performance, and more broadly, lifetime goals.
2. They are memory prompts, and help get real concerns and requirements onto paper, this enables you to start problem solving and delivering on the list.
3. Most high performers use a diary - either a manual, paper version or a technology enabled scheduler. This needs to meet your personal needs, and enable forward planning.

Bridge: This module equipped you with practical tools which enable more effective management of time, focusing on results, rather than busyness. The following important organising tools were added to your Toolkit: Setting CSMART goals; Developing action plans using the STONE technique; Prioritising effectively using the Important – Urgent tool and Using To Do Lists and Diaries as tools.

Start thinking now about how you, as a high performance employee, can translate these insights into action and implement this new understanding back in your workplace as you implement these tools.

The next module further time management tools to your Toolkit.

Module 4: Action! Managing Time Using Further Time Management Tools

Position: In this final module, we will add further tools and techniques to your Time Management Toolkit to enable action and results. These include:

1. Handling interruptions effectively
2. Reducing paperwork and emails
3. Organising your physical space
4. Delegating

5. Saying 'no' and
6. Prioritising your own wellbeing.

Handling Interruptions Effectively

Position: We will start with how to successfully manage interruptions.

Activity: Stop the Clock!

The purpose of this activity is to highlight the importance of overcoming interruptions/distractions.

In order to achieve the task they have to handle the distractions.

Resources Required: Two / Three large clock faces with movable hands.
Two / Three dark blindfolds.
Small prize for winning team (chocolate)

Conduct Activity:

- Place Clock faces on opposite sides of the room.
- Split groups into Two / Three groups
- Select one volunteer per group to be blindfolded
- Select one volunteer per group to be the guide
- Place blindfolded volunteers a meter apart (back to back)
- Gently turn blindfolded volunteer around a few times
- Guide to call directions to blindfolded volunteer to get them to clock face and to set the time they have been given by you. They are not allowed to mention the numbers.
- Remaining group members are to cheer their team mates on.
- 1st one to set the time correctly wins!

Debrief and Key Learning Points:

Ask the volunteers:

1. What made it difficult for each volunteer and guide?
2. How did they manage the difficulties?
3. How does this relate to role at work?
4. How do interruptions impact on achieving high performance?

Use the feedback as a starting point, highlighting that"

1. Interruptions impact tangibly on performance, yet are a reality of working life.
2. Implementing specific techniques to manage them can lessen their impact considerably.

Bridge: We will now explore specific techniques to manage interruptions, and other workplace time challenges.

Time Management Tools

Position: Each of your work contexts and time management challenges are different. We will focus on specific tools which will make a powerful impact on managing time in your environment.

Flipchart: Prepare a flip with the following tools listed:

- Handling interruptions effectively
- Reducing paperwork and emails
- Organising your physical space
- Delegating
- Saying 'no' and
- Prioritising your own wellbeing.

Activity: Chose a specific tool relevant to the time management challenges you are confronting in your work role, Working in a small group, review the best practices provided in the Sourcebook . Then develop a poster which illustrates and explains this tool. Place the posters on around the room, and spend time reflecting on the tools covered.

Debrief and Key Learning Points:

Your Sourcebook contains a depth of useful information relating to specific time management tools. Use this as a resource guide to implement tools relevant to your working context.

Bridge: We will put all the tools into action in our final, fast paced and challenging game – the Amazing Race.

Activity: Amazing Race

RESOURCES: Time 40mins

2 pairs scissors per group

2 kokis per group

Sufficient copies of "star fighter" plane templates (i.e. 1 to practice with and 4 to build with per group)

Sufficient copies of "x fighter" plane templates (i.e. 2 per group)

EXPLANATION:

Divide learners into groups of a minimum of 5 per group. It's ok if some groups have an extra person. If you have only a few learners use groups of 4 but reduce number of planes to be made.

Explain to learners that they are competing aviation companies. A very important client wants to purchase several planes and will select one of these companies to build their planes. They will be looking for the planes of best quality.

INSTRUCTIONS: (WRITE THESE UP ON FLIPCHART)

- You will be required to build 6 planes in 10 minutes using given templates.
- Time frame 5 - 1 - 5 (i.e. 5mins to build , 1 min tea break where they can discuss progress but may not build and then 5 more minutes to build.) At the end of this time frame they will have a minute to deliver their planes to the front desk for assessment.
- To add marketing value to each plane, each plane must also include the following:
Coloured tips i.e. (wings, nose and tail):
- Company name on fuselage (that's the part you hold when you throw a paper plane.)
- Company logo on the wing.
- Explain assessment criteria. On completion of the task each group's planes will be assessed on the following criteria:
 - Number of planes completed (1 point per flyable plane!)
 - Accuracy of folding (anywhere between 1-10 points)
 - Added value: coloured tips (0 or 5 points)
 - a. name on fuselage (0 or 5 points)
 - b. logo on wing (0 or 5 points)

NB The reason the scoring is 0 or 5 for the added value is that the plane you choose will either have these or not.

Planning Time:

Explain to the group that they will now have 10 mins planning time in which they will be given a template so that they can practice cutting and folding. They will also need to come up with a group strategy as to how to make these 6 planes in 10mins. They must allocate tasks to the various group members including who will cut, fold, do the added value bits. They must observe and implement the applicable "time savers" during this planning phase. Keep these visible at all times.

Now hand out a "star fighter" template to each group with their scissors and kokis. Allow 10 mins then check that each group has cut and folded the plane correctly.

Conduct Activity:

You are now ready to play the game! Hand out 6 planes face down to each group. 4 must be the “star fighter” planes they are familiar with and the other 2 must be a template they have not seen. These are available on <http://www.MyWeb3000.com> or you can just make copies of the templates given.

Start the time: Remember 5-1-5.

After this time they must present their planes. Tell them you are the Now count the number of flyable planes and score them and then select only one plane and assess it according to the other criteria discussed. Try to choose an average plane to make it more fun. Once you have totalled the team’s scores allow them to have a flight competition where they choose a pilot from there team who must fly the chosen plane as far as possible. You can allocate points for this to help losing teams catch up.

Debrief and Key Learning Points:

Ask the groups to reflect on:

1. What happened?
2. How did it feel?
3. What tools did you use to add to your performance?
4. What tools should have used to add to your performance?

Go through the time management tools and explain how utilizing them would have enabled them to have been more successful in this activity. Liken this to implementing these tools in our daily lives. Some examples to draw from include: “set goals and plan’ ; “prioritise using Urgent v Important Tool– do the large tasks first” The largest tasks here were the cutting and folding so this should have been the focus. Nobody in the group should have been sitting waiting to colour in tips. Everyone needed to be involved in this step. “Pareto’s law” Again this came down to planning. If they had spent enough time, looking at the criteria the planes would be evaluated on and on their resources, they would have realized that they could have produced only one “perfect” plane and lost only 5 points. Relate to our daily lives where we spend so much time on tasks that are of very little value. “Quiet time” This is likened to their planning time. If they had planned more effectively they would have achieved so much more. “Delegation” This could refer to the allocation of tasks within the group. Select the correct person for the job. Don’t for example give the folding to someone with huge hands!

Bridge: This final module added tools and techniques to your Time Management Toolkit to enable action and results. These included:

1. Handling interruptions effectively

2. Reducing paperwork and emails
3. Organising your physical space
4. Delegating
5. Saying 'no' and
6. Prioritising your own wellbeing.

Start thinking now about how you, as a high performance employee, can translate these insights into action and implement this new understanding back in your workplace as you implement these tools.

Module 5: Time Management Toolkit

Position: You now have the challenge of using the tools provided in the programme and applying them in your workplace as you think and act like a high performance ABSA employee.

Flipchart: Prepare a flip with the quote 'Learning is defined as a change in behaviour. You have not learned a thing until you take action and use it.' Don Shoal and Ken Blanchard, International Bestsellers and Psychologists

Activity: Develop an application and implementation plan to use your new tools at work. And then develop a Personal Development Plan. These should be your blueprints for doing things differently in managing your time.

Bridge: Finally, we will need to review your objectives and complete evaluation forms.

Review learner objectives

Complete Evaluation Forms and Wrap Up.