

TIME MANAGEMENT WORKBOOK

Acknowledgements:

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Introducing Time Management

WELCOME to the 'Time Management' workshop.

The CIDA learning team is passionate about learning and about personal development. We believe that everyone has within them the potential for greatness, and it is our job to help you reach inwards, grasp that potential, and make it happen!

For this reason we believe that today is an incredibly important day. It's a day when you have the opportunity to embark on an extraordinary personal journey - a journey that offers genuinely life changing opportunities. The skills, tools and resources that you will be shared with you in today's workshop can transform the way you manage your life, and interact with others, in a profound and uplifting manner.

All that is needed is for you to grasp these resources with complete commitment and passion. You, ultimately, are the only one that can make transformation a reality in your life. Believe in yourself. Believe in your ability to master new skills and new approaches. Everything is possible, and nothing is beyond your grasp. This workshop is the catalyst for change, and it is jam packed with tools and resources that you can use to make change happen.

You will find two different resources in your file today - a workbook and a sourcebook. The workbook contains all games and activities that you will be taking part in, with lots of space for you to make notes and record your insights.

The other resource is your sourcebook. This gives you detailed information about everything that will be covered in today's workshop. It is important that you read it carefully after this workshop, and return to it whenever you need to refresh your memory about the skills and information we'll be exploring together.

Today is a very important day - but is still just one day in your personal journey of self-development. Make learning, reading and practicing new skills a part of your everyday life. You are on a grand adventure that is filled with exciting and uplifting challenges. The more you learn, and the more you grow the grander that adventure will be.

We are excited to be sharing this workshop with you. May it bring you inspiration - the inspiration to learn more, to achieve more and to be more.

The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and re-learn
Alvin Tofler

Unit standard map and assessment process

This workshop orientated you to key time management, providing you with key embedded knowledge within the 114589 Manage Time Productively and 117171 Manage time effectively to enhance productivity and enable a balanced lifestyle unit standards. A unit standard map has been included to help you to see the links between the content and activities in this workshop and the unit standard.

This sourcebook provides embedded knowledge to the following unit standard:

SAQA US ID	Description	NQF Level	Credits
114589	Manage Time Productively	3	4
117171	Manage time effectively to enhance productivity and enable a balanced lifestyle	3	2

For these unit standards and in this module you will acquire time management skills and be able to use those skills in your own life and workplace. You will learn how to be an efficient worker who is able to make decisions and recommendations about effective time management in a business and lead a balanced lifestyle.

You will be able to:

- Reflect on personal use of time in order to plan a balanced lifestyle.
- Investigate tools and techniques to manage time.
- Apply knowledge of time management to enhance own productivity and lifestyle.

Your Learning Style

We all have different learning styles. What is your learning style? How can you use this to unlock your learning potential?



ACTIVIST

Activists are 'doers', exposing themselves to new experiences, trying out new procedures and different methods. Their learning comes from doing, by active participation, and maybe by trial and error. They tend not to be interested in theory, and would sooner move on to new 'challenges'. Generally they do not like passive learning situations such as lectures.



REFLECTOR

Reflectors consider all aspects by reflecting on their experience and other information before making a decision. They tend to listen and observe as part of the process of gathering information and considering the implications. Reflectors learn best of all where there is time for thinking, and planning before action has to be taken.



THEORIST

Theorists like to research in depth. Their approach tends to be rational and step-by-step, using information and experiences as part of their research into models and theories, which in turn are used to underpin their own theories. They tend to want to deal in facts rather than in subjective opinion.



PRAGMATIST

Pragmatists are down to earth, practical people whose learning is gained most from events and activities, which have clear practical benefits. Their testing is done by application in practical environments such as the workplace. They tend to want to get on with the job and prefer situations where the learning has an immediate impact.

Your Icons



This icon indicates that you will make notes in your work book relating to an activity.



Unit Standard Link Icon: This indicates the link to a unit standard. More detailed information is found in your unit standard map.



This icon indicates that there is additional information on the subject in your Source Book.



Activity Icon: This indicates a related activity in your workbook in which you will now put your new insights into action.



Do-it aid cards Icon: These are take home reminders at the back of your Source Book that reinforce and remind you of what you have learnt in this workshop and help you to take the learning with you into your life.

Introductory Module: Learning as Fuel for High Performance

Learning Outcomes

On completion of this module, you will be able to:

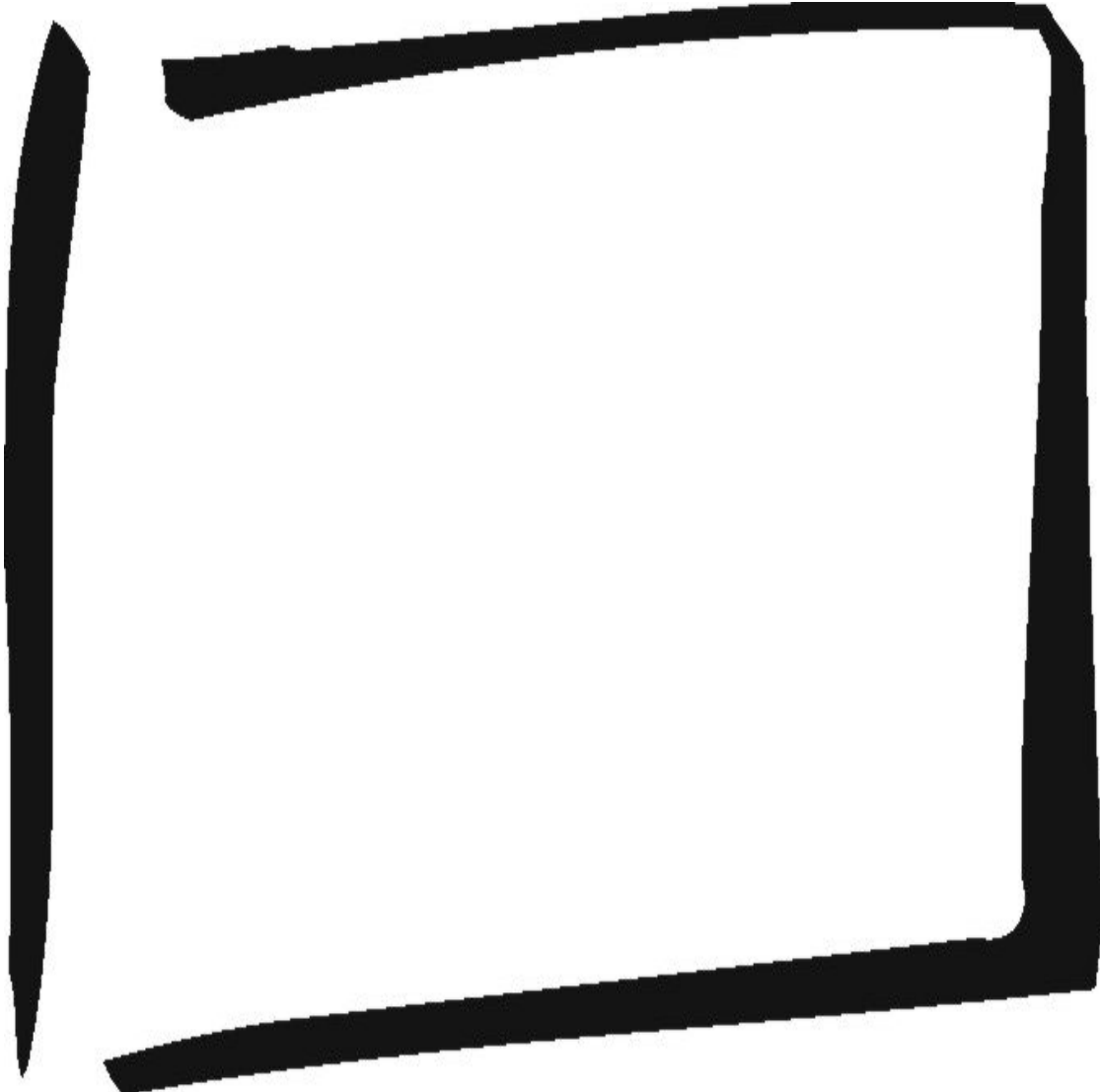
- Understand the need for high performance in the New Economy.
- Define ABSA's vision, mission and values.
- Describe how learning fuels high performance and activates careers.
- Understand how CIDAlearning's offering can impact on your own high performance goals.
- Use the ESS system to register for CIDAlearning programmes.

Working in the high performance, New Economy



Individual 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. Reflect on how this impacts you in your role within ABSA?



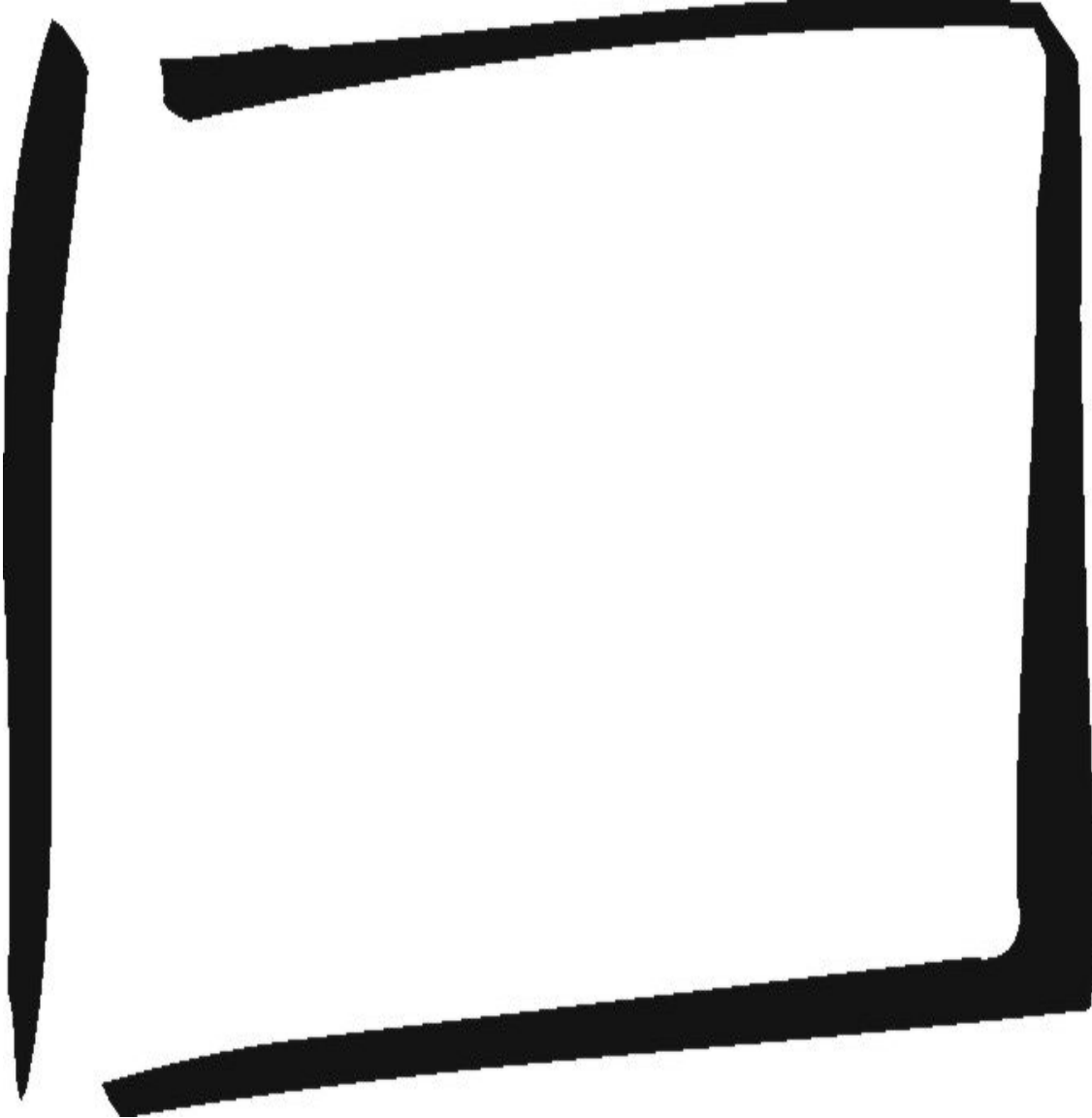
High performers in the New Economy context are characterised by personal and social competence, as they skilfully manage both themselves and their relationships with colleagues, customers and leaders across both Sales and Service pillars. Developing these competencies requires courage, discipline and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

Learning ignites high performance and activates your career



Individual Activity

Do you have the courage, discipline and commitment to learning to fuel your high performance and activate your career? What is your personal development path towards high performance, and how does attending this workshop contribute to this?



Learning ignites high performance. It equips us with new concepts and understanding, new tools and tactics to think and act in a high performance style. It fuels our ability to deliver to our customers across Sales and Service. It activates our careers. Explore a New Economy career model in your Source Book.

CIDAllearning accelerates learning within ABSA



Individual Activity

Understanding the changing ABSA environment, business drivers and culture, has enabled CIDAllearning to develop a menu of learning which enables high performing ABSA employees and teams. CIDAllearning's learning is accelerated, highly contextual to the workplace, practical and 'how to' focused.

Which additional CIDAllearning programmes would fuel your high performance?



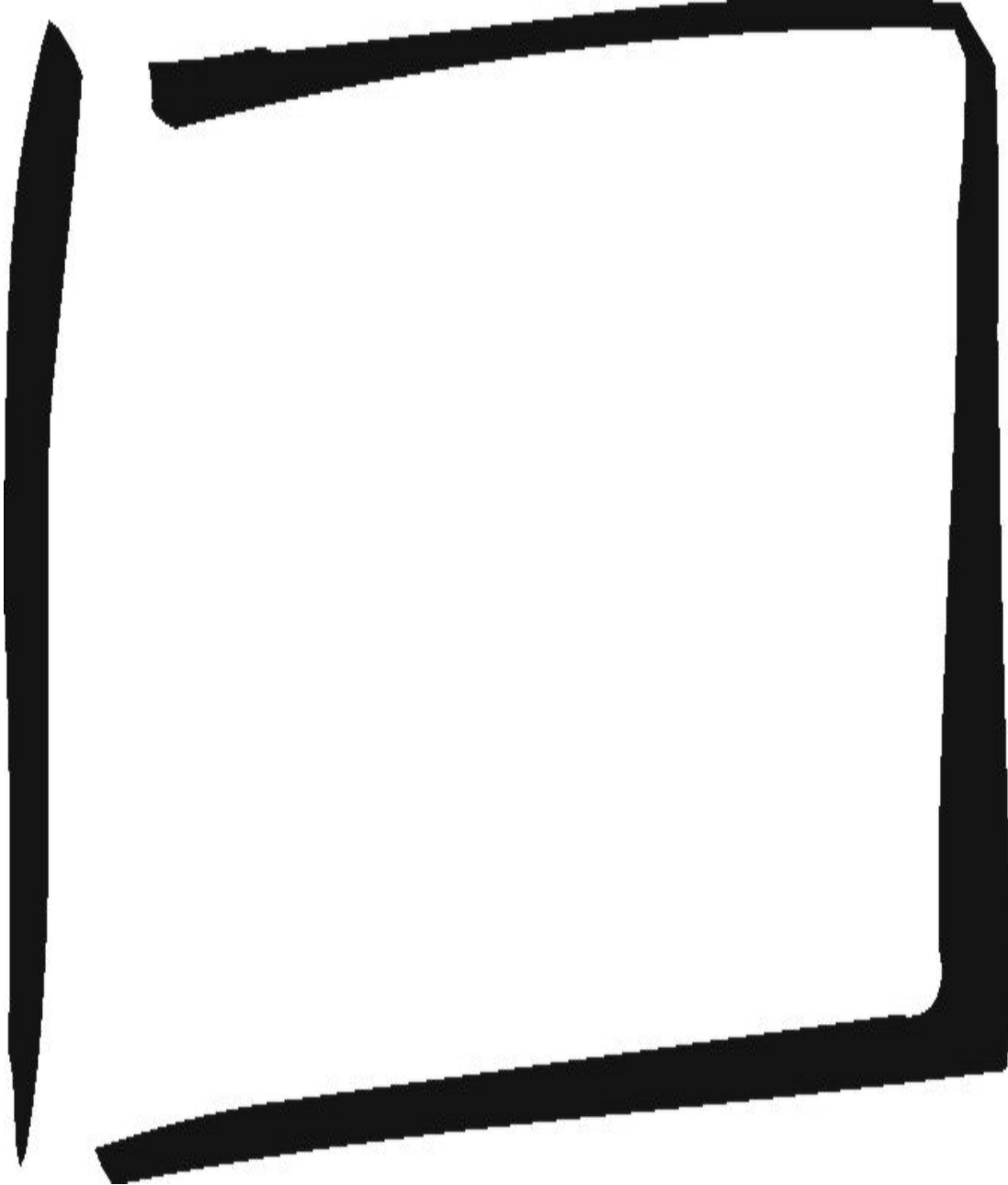
These programmes are designed to powerfully add to your personal and social competencies, and fuel high performance within ABSA. Review the full list of programmes in your Source Book.

Register for CIDALearning Programmes



Group Activity

Are you confident about how to register for CIDALearning programmes?



Your Source Book has a detailed list of CIDALearning courses and course codes, plus a step-by-step guide to registering for a workshop using the ESS.

Module 1: Lights! What is time management?

Learning Outcomes

On completion of this module, you will be able to:

- Define time management and its relevance for high performance.
- Identify misunderstandings about time management.
- Define what is gained from effective time management.

"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

Overview

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

Group Activity

Review the following scenarios and identify which feels familiar. Discuss a time management scenario which may feel more familiar to you.

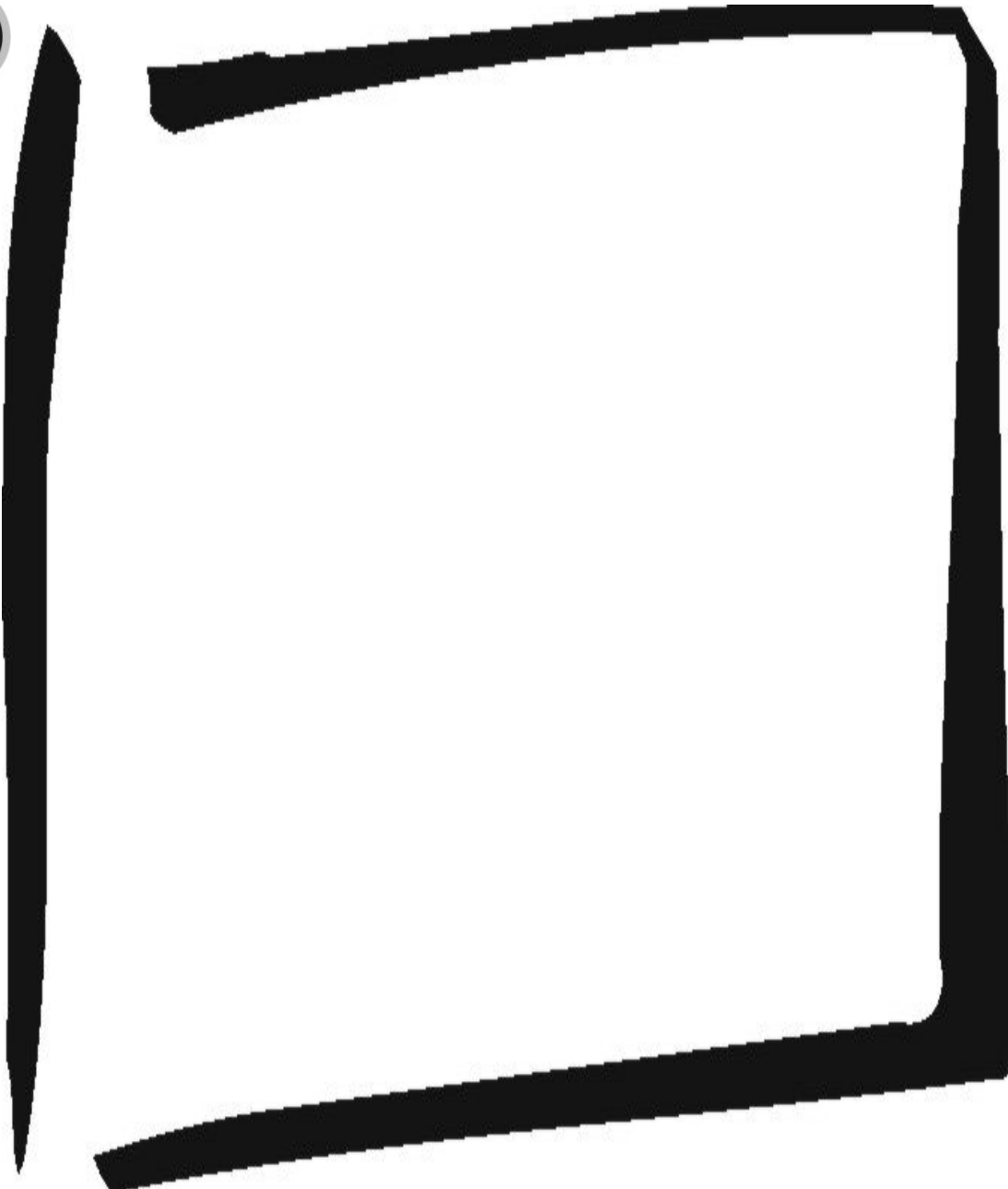
Lizelle is always swamped. She discusses delegating tasks to colleagues and subordinates but confesses to her manager that if she wants to do things right she has to do them for herself.

Badia often misses deadlines, and can not understand why.

Mohammed finds himself often working late and over weekends to complete critical tasks like month or year end reports.

Tebogo volunteers for an important new project, even though he is already overloaded because it is too important for anyone else to take on.

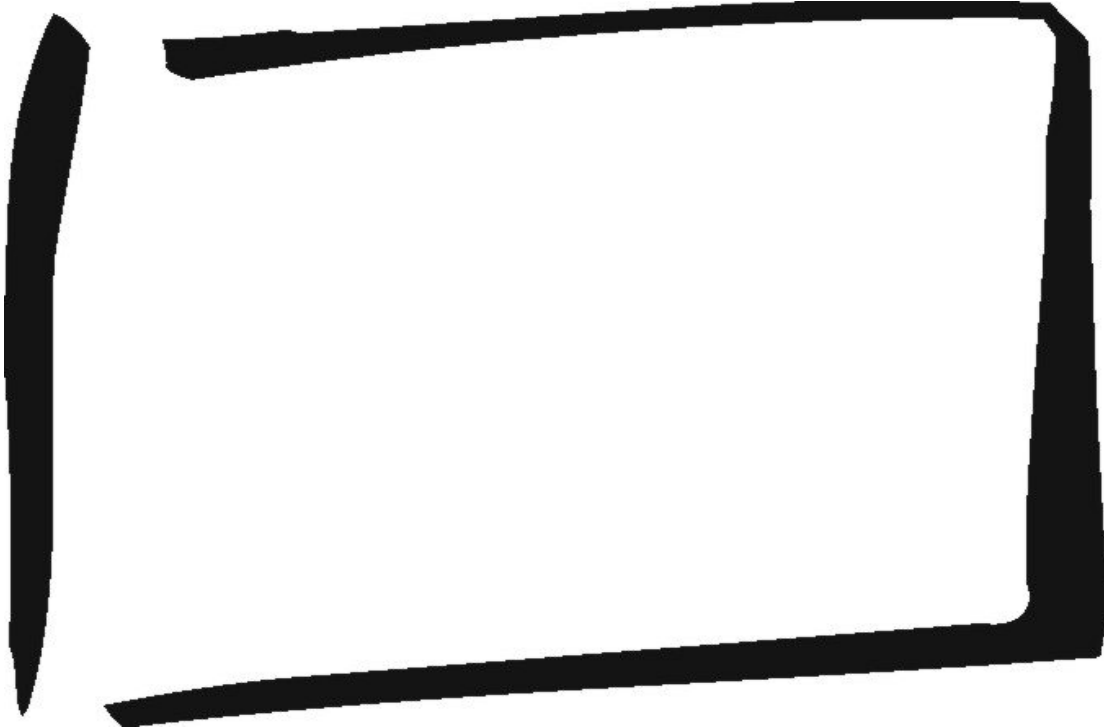
Amanda feels rushed, stretched and over extended, but thinks that that is how people need to work these days, just to stay ahead.



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. Use your Source Book to read more about how time scarcity is a characteristic of the New Economy.



Discuss how you would define time management?



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. Time management is somewhat of a misnomer since time passes without regard to what we do; the only thing we can manage is ourselves. 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. 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. Your Source Book explores this definition of time management in greater detail.



Refer to Do-it Aid *"Time management means being in control of you"*

The value of time



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. Read more about this in your Source Book.

Individual Activity: Shopping for Time

Let's start with a fun and fast paced activity which links time and money. To make the best use of one's money, you need to budget. The more you practice "budgeting", the better you get.

We will play three rounds of this game to ensure that you have an opportunity to practise.



Wish List

	R		R
Favourite brand tracksuit	500	Louis Vuitton handbag	6 500
Deposit for your dream car	13 000	Pair of branded jeans	750
Property with a wonderful view	75 000	New bedroom curtains	600
Designer suit	2 300	Potted plants for veranda	300
Pre owned car	25 000	Branded sweatshirt	340
Food for a month for your family	1200	Night out with friends	150
Bunch of spring flowers	75	Trip to the hair dresser	300
New car	80 000	Fruit and vegetables for a month	250
Pay off all your store cards	3 500	Cigarettes and matches	18
Landscaping for your garden	1 500	CD	120
Deposit on new home	20 000	Tickets to the movies	80
Dining room table and chairs	8 000	Meat for a braai	96
Trip to international destination	35 000	Take out lunch	21
Lounge suite and coffee table	9 000	Savings	10 000
Pair of branded shoes	750	Birthday present for friend	75
Flatscreen TV	6 500	Heater	320
Travel expenses for a month	600	Trip to amusement park with friends	130
Diamond pendant and ear rings	4 200	Branded sunglasses	800
Home sound system	5 400	Health assessment	120
Investments	45 000	Jewellery	5 615
DVD player	999	Engagement ring	25 000
Gym membership	750	Pen with your initials engraved	90
10 DVDs	1 200	Holiday for two weeks	3 500
A bestselling novel	130	Romantic dinner out	300
New, branded cross trainers	450	New wall around home	20 000
An accredited computer course	5 500	Family celebration	350
Belgian Chocolates	35	Fridge	1800
Airtime	320	Clothes for new season	600
Favourite magazine	35	Season tickets for favourite sport	3 000
Rent	1 200	Time share	25 000
French perfume	300	Visit to family in another province	1 500
Bond	2 000	Sewing machine	2 000
Air ticket for friend's visit	1 200	Golf lessons	4 000
Monthly savings	800	Laptop	30 000
Have car serviced	1 200	One litre of milk	6
School fees	2 200	Sports equipment	450
Microwave	900	Patio furniture	1 600
Tumble Drier	1 800	Trip to spa	400
Purse or wallet	450	Leather shoes	650
New school uniforms	150	Children's clothes	780

Reflect on the activity, given the fact that $R86,400.00 = 24\text{hrs} \times 60\text{mins} \times 60\text{seconds}$. This is the amount of time you have to spend each day!

- What happened?
- How did it feel?
- How can you apply this to your management of time?



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. You cannot make time, like you can make money. However, through planning, you can use it more efficiently. Did you know that in an average lifetime of 70 years, you spend 25 years sleeping; 17 years at work; 1.5 years waiting and 5 years eating? If you were handed a cheque for R1 million at the beginning of your life, do you think you would spend this money more carefully than you do your time? There is more information on the value of time in your Source Book.



Refer to the Do-it Aid "*Time vs. Money*"

Gains from Effective Time Management



Group Activity

In small groups, 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.



Good time management can pay huge dividends. The time you save will give you more time to do what you want. You can also profit from time management in other ways. 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 peace of mind. The main benefit of effective time management is that it can drastically improve the quality of your life. Read more about the gains from effective time management in your Source Book.

Summary

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

Learning Outcomes

On completion of this module, you will be able to:

- Assess your current quality of life and identify what you would like to improve about this.
- Review your present time management skills.
- Identify current psychological and environmental reasons for time inefficiency.

Never put off until tomorrow what you can do today.
Lord Chesterfield

Overview

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:

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



Time Management Tool – Understanding Your Current Approach to Time Management

Individual 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.

Options

1 = (N) Never; 2 = (O) Occasionally; 3 = (F) Frequently; 4 = (A) Always

		N	O	F	A
1.	I arrive on time and prepared for meetings.	1	2	3	4
2.	I ensure that a clock is visible where meetings are held.	1	2	3	4
3.	The meetings I organise achieve their purpose.	1	2	3	4
4.	The meetings I organise finish on time.	1	2	3	4
5.	I open my mail / email as soon as it arrives on my desk.	1	2	3	4
6.	I "skim-read" any newspaper and magazine articles.	1	2	3	4
7.	I cross my name off the circulation list of magazines and journals I do not read.	1	2	3	4
8.	I read my faxes on the day on which I receive them.	1	2	3	4
9.	I am able to complete tasks without interruptions from colleagues, subordinates or customers.	1	2	3	4
10.	I decide how many times I can be interrupted in a day.	1	2	3	4
11.	I reserve certain hours for visits from colleagues or customers.	1	2	3	4
12.	I close my office door when I want to think strategically.	1	2	3	4
13.	I tell telephone callers that I will return their calls, and do so.	1	2	3	4
14.	I limit the duration of my telephone calls.	1	2	3	4
15.	I allow a colleague or secretary to screen my telephone calls.	1	2	3	4
16.	I decide how many telephone calls I can deal with personally in a day.	1	2	3	4
17.	I "skim-read" internal memos or emails as soon as I receive them.	1	2	3	4
18.	I read internal memos or emails thoroughly later.	1	2	3	4
19.	I keep the contents of my in-tray to a manageable size.	1	2	3	4

N O F A

20.	I clear my desk of all paper work.	1	2	3	4
21.	I delegate tasks to colleagues that I could do myself.	1	2	3	4
22.	I follow up on work I have delegated.	1	2	3	4
23.	I encourage others to limit their reports to one or two pages.	1	2	3	4
24.	I consider who needs to know the information I am circulating.	1	2	3	4
25.	I achieve the right balance between thinking time and action-time.	1	2	3	4
26.	I make a list of things to do each day.	1	2	3	4
27.	I keep work to a certain number of hours every day - and no more.	1	2	3	4
28.	I make an effort to keep in touch personally with my colleagues.	1	2	3	4
29.	I concentrate on the positive attributes of each of my colleagues.	1	2	3	4
30.	I make sure I know about the latest information technology.	1	2	3	4
31.	I store e-mail/memo messages in order to read them later on screen.	1	2	3	4
32.	I perform housekeeping checks on my computer files.	1	2	3	4

Analysis

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

32-64:	Time management is an area of development for you. You will benefit from a Time Management Toolkit to work in a more productive and time efficient way.
65-95:	You have an effective time management approach in some areas, but will benefit from applying new tools to those areas scored 'Never' and 'Occasionally'.
96-128:	You manage your time efficiently, applying time management tools with skill. Work on retaining this score!



Managing time in a high performance manner ensures that your focus is not on busyness, but on achievements of results and outputs. 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. Many people try to use time management techniques that work for others, only to be disappointed. Often this is because they don't also identify the goals most important to them and gear the techniques toward those goals. Read more about this in your Source Book. Next we will review the areas of your life which are most important for you.

Time Management Tool – Balancing Your Seven Vital Areas Using Time Management

Individual Activity: Balancing Your Seven Vital Areas

Review the balance in the Seven Vital Areas of your life by completing the questionnaire below.

Mark the factors that are imbalanced.



Our lives are made up of seven vital areas: - Health, Family, Finance, Intellect, Social, Professional and Spiritual. 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? Add to this understanding with a useful article in your Source Book.

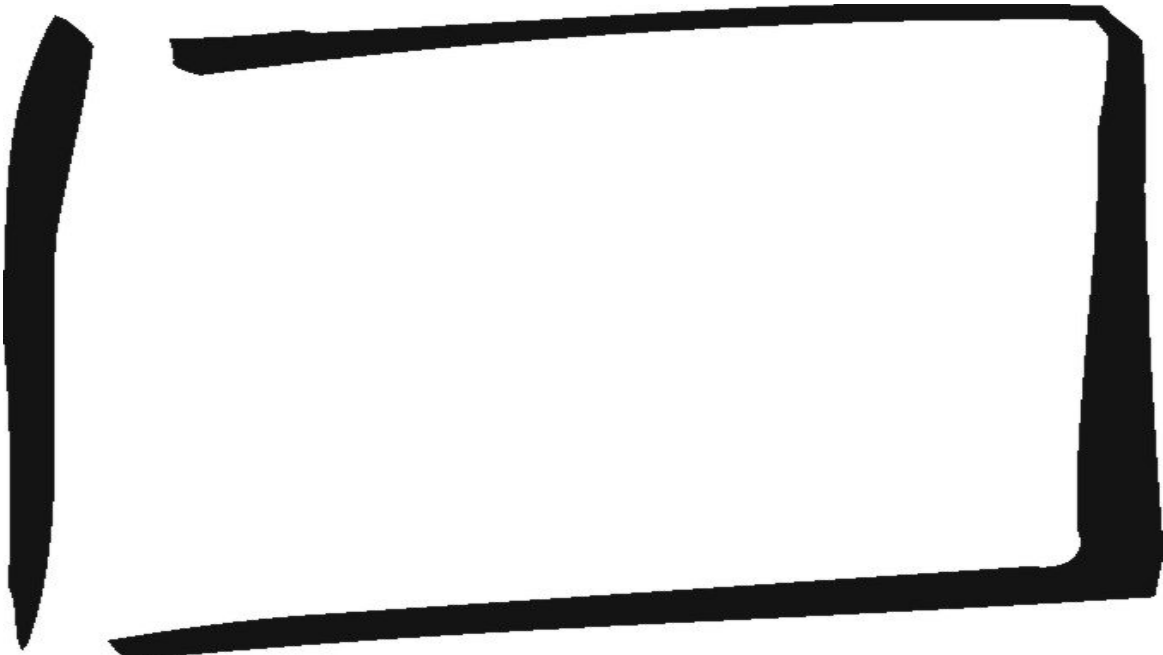
Time Management Tool – Reasons for Time Inefficiency



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.

Individually and Group Activity

Using the Index Cards provided, and following the facilitator's instructions, brainstorm the psychological and environmental reasons that may cause individuals to manage their time inefficiently. Then explore how to overcome these obstacles. Use your Source Book for ideas.





Reflect on your own approach to time management. Which of these obstacles is particularly relevant to your own time inefficiency? How can you overcome this?



Time inefficiency is explained by a variety of psychological and environmental obstacles and barriers including poor prioritisation, procrastination, immediacy, optimism, perfectionism, and underdeveloped decision making skills. Environmental factors include the telephone, interruptions, meetings and email. 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. 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!

Delivering in a high performance style requires that you take understand the control that you exert over your environment, and apply time management tools to exercise this control. Your Source Book has detailed articles and guidelines to handle each of these obstacles.

Summary

This module helped you to asses 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

Learning Outcomes

On completion of this module, you will be able to:

- Set CSMART goals.
- Use the STONE tool to develop action plans.
- Prioritise effectively using the Important-Urgent tool.
- Use a To Do List and Diary as Time Management Tools

"If you want to enjoy... the luxury of having enough time...Take enough time to think and plan things in the order of their importance... you will add years to your life, and more life to your years. Let each part of your business have its time."

Benjamin Franklin

Overview

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:

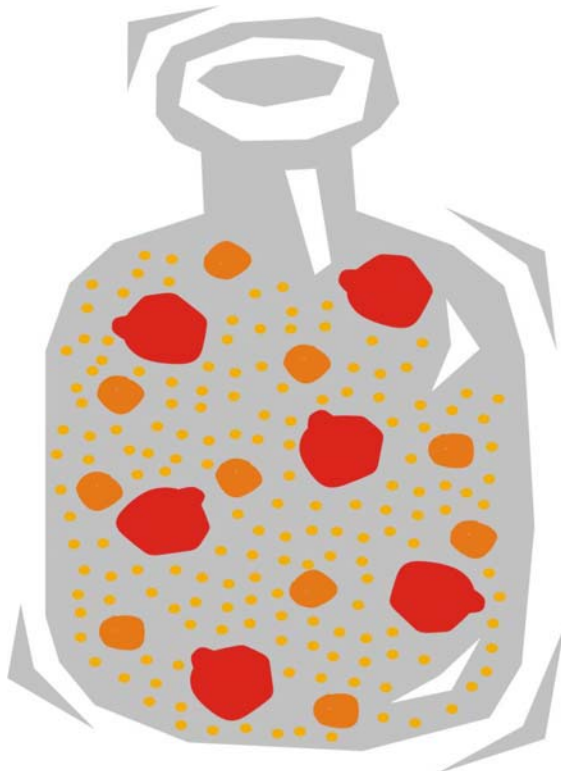
1. Setting CSMART goals.
2. Developing action plans using the STONE technique.
3. Prioritising effectively using the Important – Urgent tool and
4. Using To Do Lists and Diaries as tools.

Let's begin by exploring how to plan and set CSMART goals.



Time Management Tools - Planning and Setting CSMART goals

Group Activity: Time in a Bottle



BOTTLE =Your Time or diary

STONES (1st)

Action Steps towards big goals.

PEBBLES (2nd)

Medium tasks & actions towards medium goals.

SAND (3rd)

Daily routine tasks



Individual Activity: Everything on my Plate

Let's put this new understanding into action, as you brainstorm everything on your plate, literally and creatively on the plate provided. Review which of these are STONES, which are PEBBLES, and which is SAND. Ring the STONES and underline the PEBBLES.

Share your plates in the group.

My STONES

My PEBBLES

My SAND



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. Review this in your Source Book.



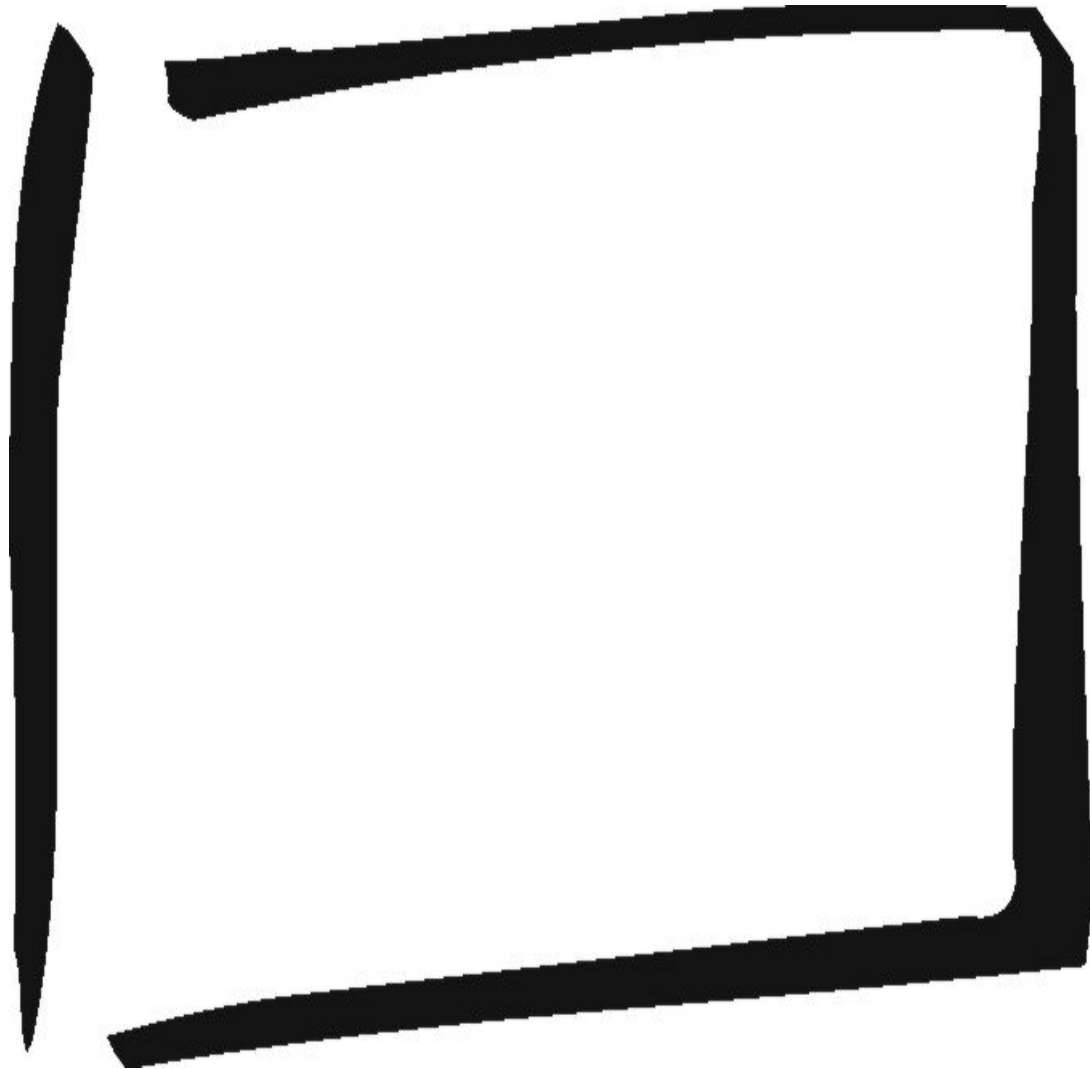
Refer to Do-it Aid *"If I could save time in a bottle"*



Pair Activity: Alice in Wonderland

Let's add to this understanding of planning, in watching the Alice in Wonderland snippet. Reflect on the following questions with a partner:

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



Planning effectively helps you to literally 'save time in a bottle'. Planning gains even more impact when it is accompanied by goal setting and action planning. These are two very useful Time Management tools.

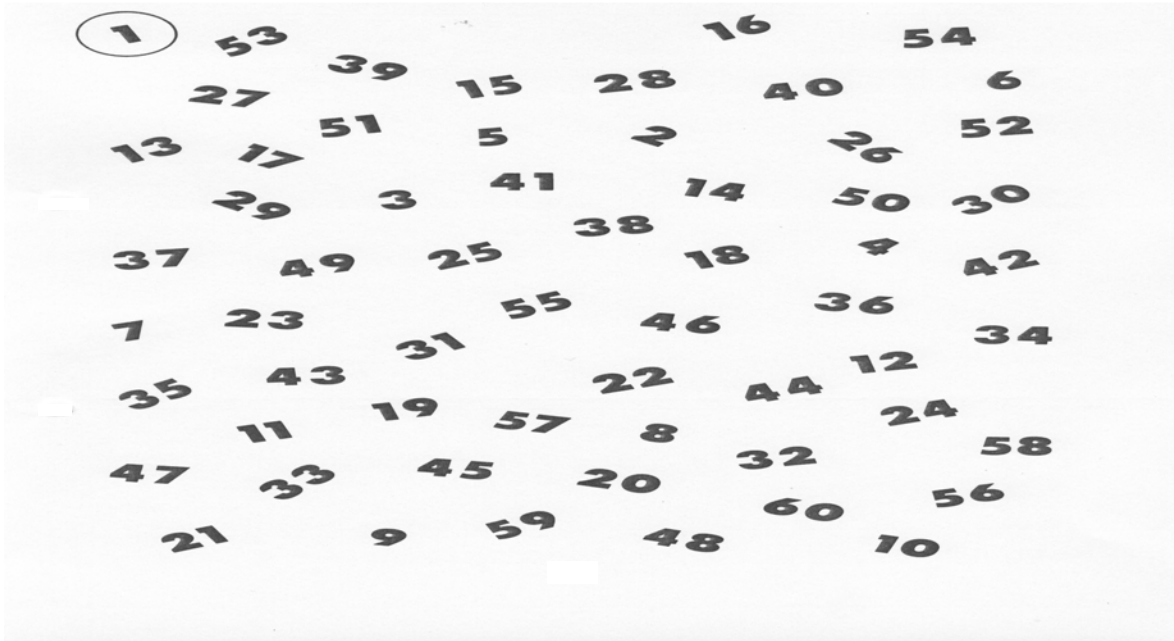


Setting SMART goals

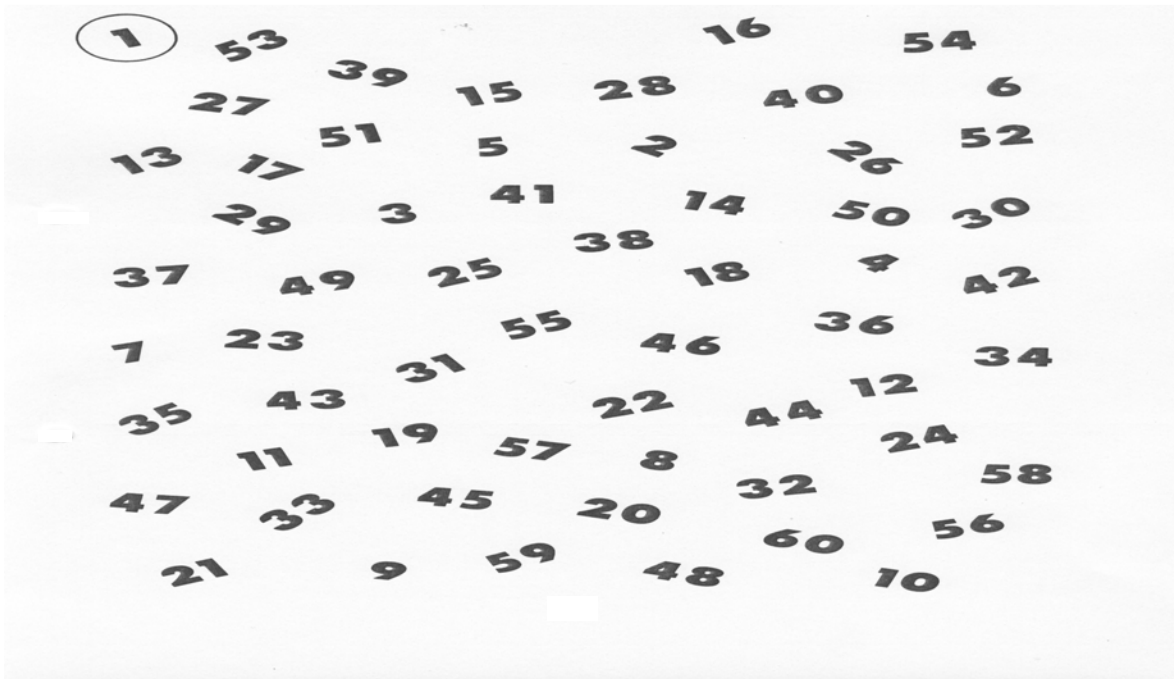
Individual Activity: Planning By Numbers Game

Let's play a fun game to highlight the value of planning, and setting goals.

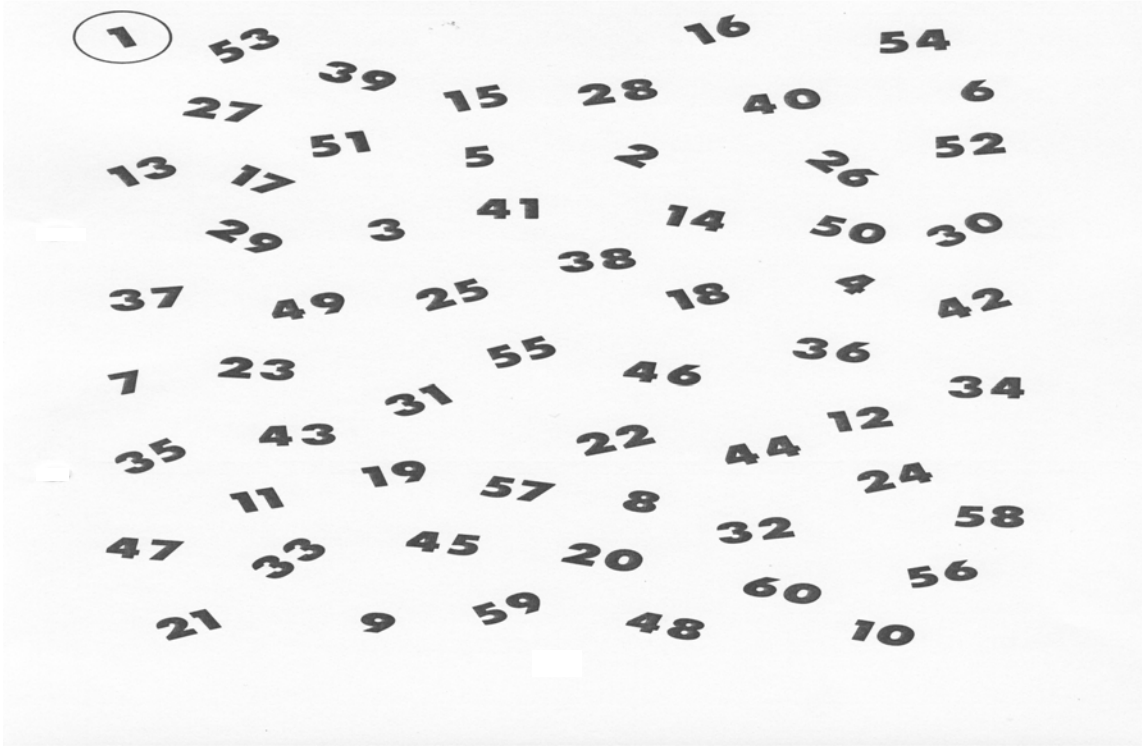
Game 1



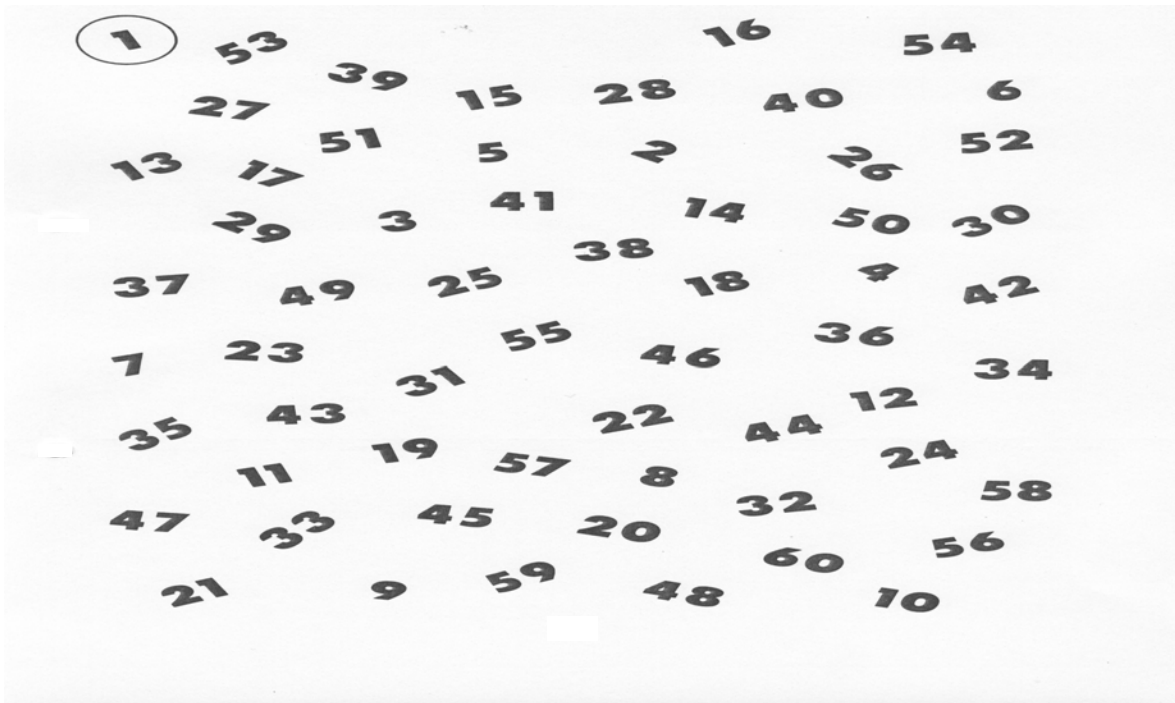
Game 2



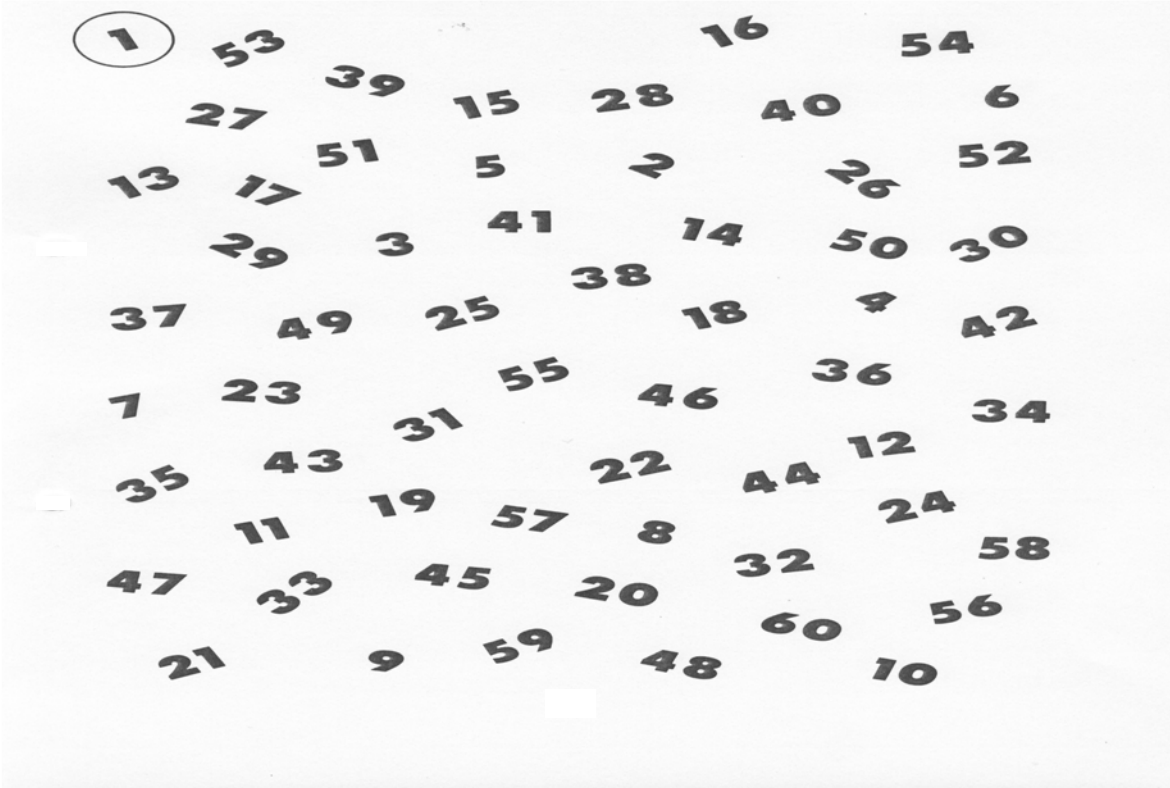
Game 3



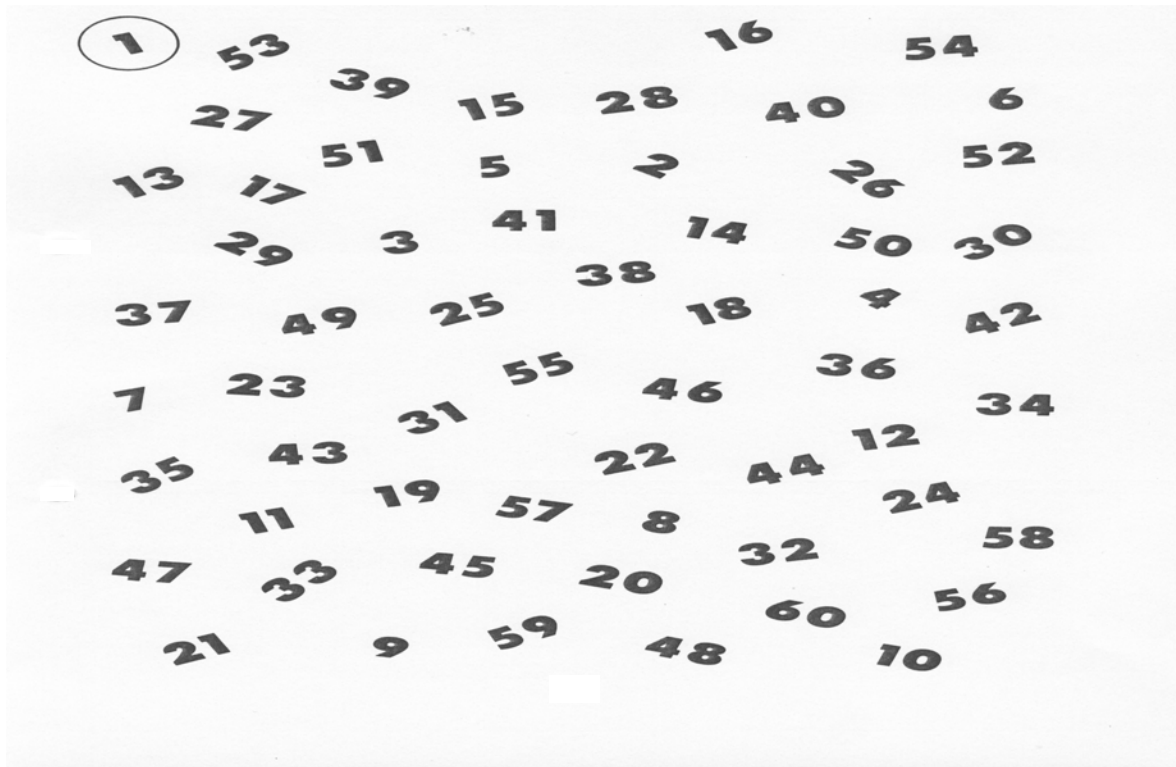
Game 4



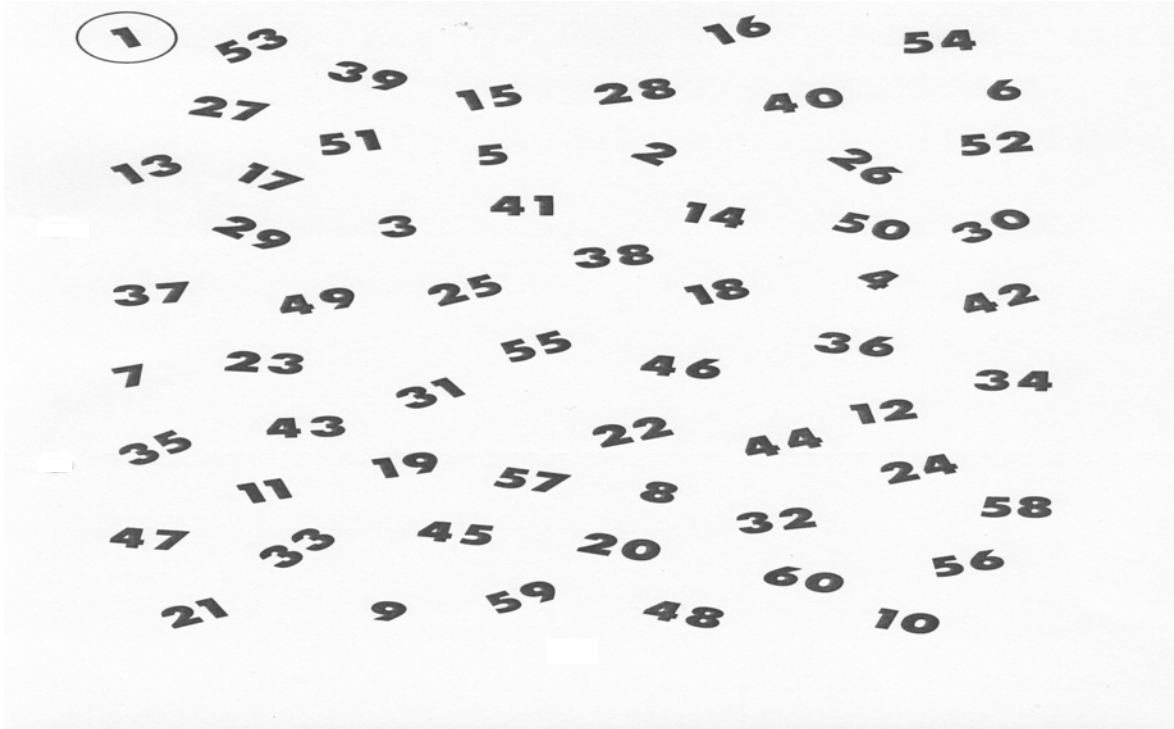
Game 5



Game 6



Game 7



Plot your score from each round of the game on the grid below.

GAME NUMBER	1	2	3	4	5	6	7
SCORE							

Reflect on your performance and list all the reasons why you think your performance improved?



Goals help drive towards high performance. 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. Second, you break these down into the smaller and smaller targets that you must hit so that you reach your lifetime goals. 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. Your Source Book explores this in detail.



Refer to Do-it Aid "CSMART Principles"



Using STONES to develop action plans

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. 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?

Review the STONES tool in your Source Book.



Refer to Do-it Aid "Lay Stepping Stones"

Individual Activity: Balancing your Seven Vital Areas Part 2 - setting imbalances straight

Let's put the CSMART and STONES tools into action. Refer to the activity you did where you listed the three major imbalances in your life. Based on the imbalances you identified

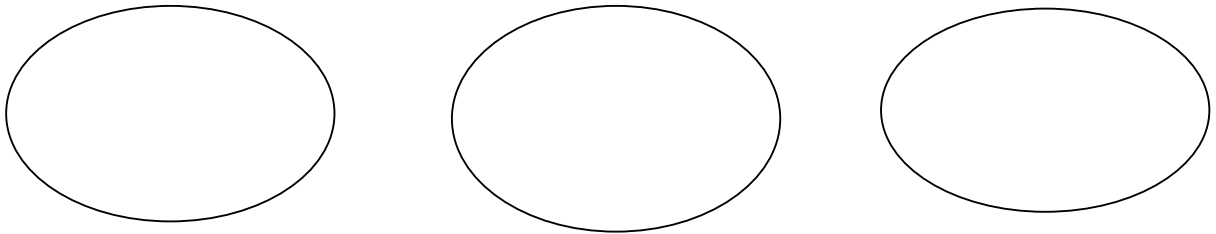
1. Formulate three goals to that will address these imbalances.
2. For each goal, formulate three action plan stepping stones that you will need to achieve the goal that you identified.



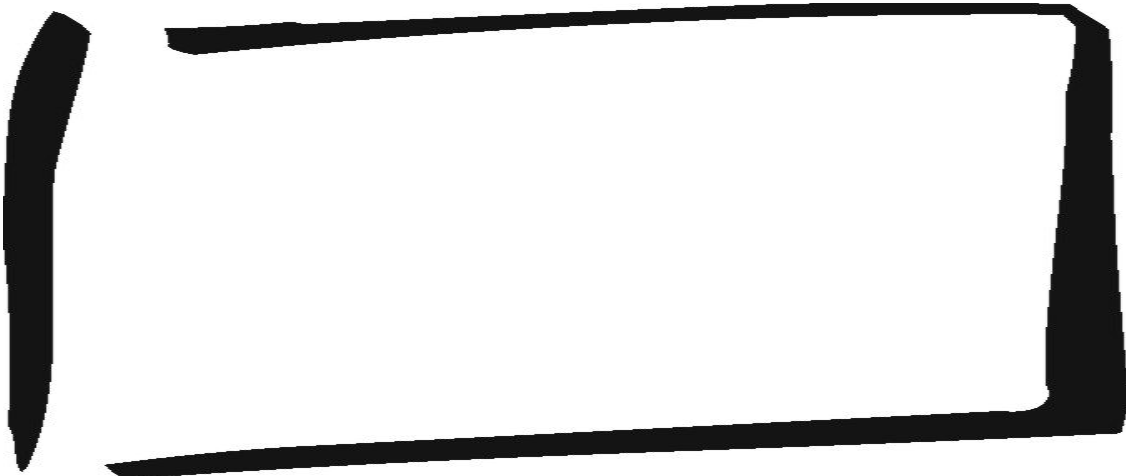
Goal 1



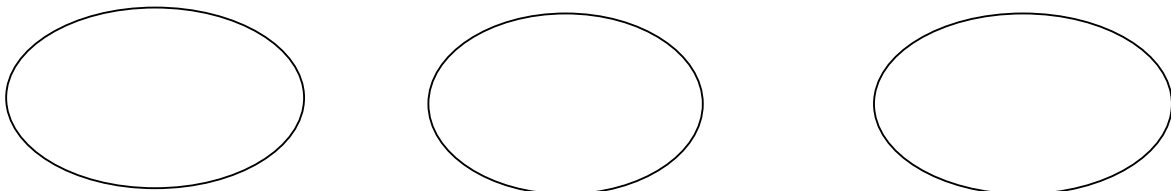
Stepping STONES



Goal 2

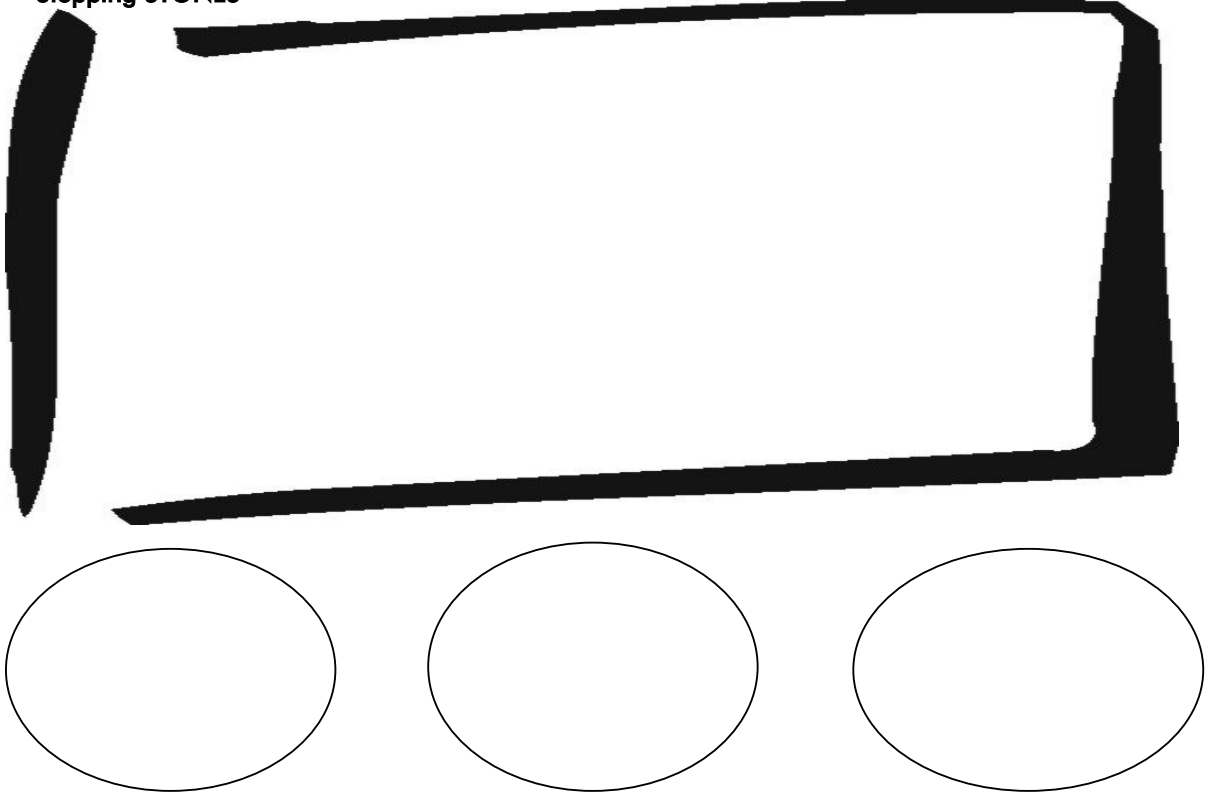


Stepping STONES



Goal 3

Stepping STONES



One of the reasons many people do not achieve their goals and subsequent success, is generally not because they are not ambitious. It is usually because they don't follow through on the actions required to get them there. Your action plans are like stepping stones to your goals. Read more about this in your Source Book.

Time Management Tool - Prioritising: Urgent vs. Important



We explored Pareto's Law in the previous module. This highlighted the importance of focusing your time and attention on activities which lead to the most business significant outcomes. 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. Operating at a high performance levels requires a significant understanding of prioritisation. The Urgent v important Tool is essential in this regard when facing a demanding workload. This tool is diagrammatically represented in your Source Book.

Individual Activity: Urgency Index

To assess how much *urgency* controls your life, please look at the attitudes and behaviours reflected in the "Urgency Index"¹ below. Circle the number on the continuum that best describes your response.

Options
 1 (N) Never 2 (S) Sometimes 4 (A) Always

	N	S	A
1. I seem to do my best work when I'm under pressure.	0	1	2 3 4
2. I often blame the rush and pressure of external things for my failure to spend deep, introspective time with myself.	0	1	2 3 4
3. I'm often frustrated by the slowness of people and things around me. I hate to wait and stand in line.	0	1	2 3 4
4. I feel guilty when I take time off.	0	1	2 3 4
5. I always seem to be rushing between places and events.	0	1	2 3 4
6. I frequently find myself pushing people away so that I can finish a project.	0	1	2 3 4
7. I feel anxious when I'm out of touch with the office for more than a few minutes.	0	1	2 3 4
8. I'm often preoccupied with one thing when I'm doing something else.	0	1	2 3 4
9. I'm at my best when I'm handling a crisis situation.	0	1	2 3 4
10. The adrenaline rush from a new crisis seems more satisfying to me than the steady accomplishment of long-term results.	0	1	2 3 4
11. I often give up quality time with important people in my life to handle a crisis.	0	1	2 3 4
12. I assume people will naturally understand if I have to disappoint them or let things go in order to handle a crisis.	0	1	2 3 4
13. I rely on solving some crisis to give my day a sense of meaning and purpose.	0	1	2 3 4
14. I often eat lunch or other meals while I work.	0	1	2 3 4
15. I keep thinking that someday I'll be able to do what I really want to do.	0	1	2 3 4
16. A huge stack in my "out" basket at the end of the day makes me feel like I've been productive.	0	1	2 3 4
TOTAL:			

¹ S.R. Covey & A.R. Merrill; First Things First; 1994

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

0-25:	Low urgency mindset.
26-45:	Strong urgency mindset.
46+:	Urgency addiction.

Individual and Group Activity: A Day In My Life

Using the Urgency v Important Grid taped on the floor, let's analyse the Urgent and Important components of your work role. First, brainstorm the tasks that need to be completed in a typical day in your working life. Write each task on a separate Post It. Then categorise these using the Urgent vs. Important tool, laying each Post It on the relevant quadrant.

Analyse and discuss

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?



Time Management Tools - "To-Do" lists and Diaries

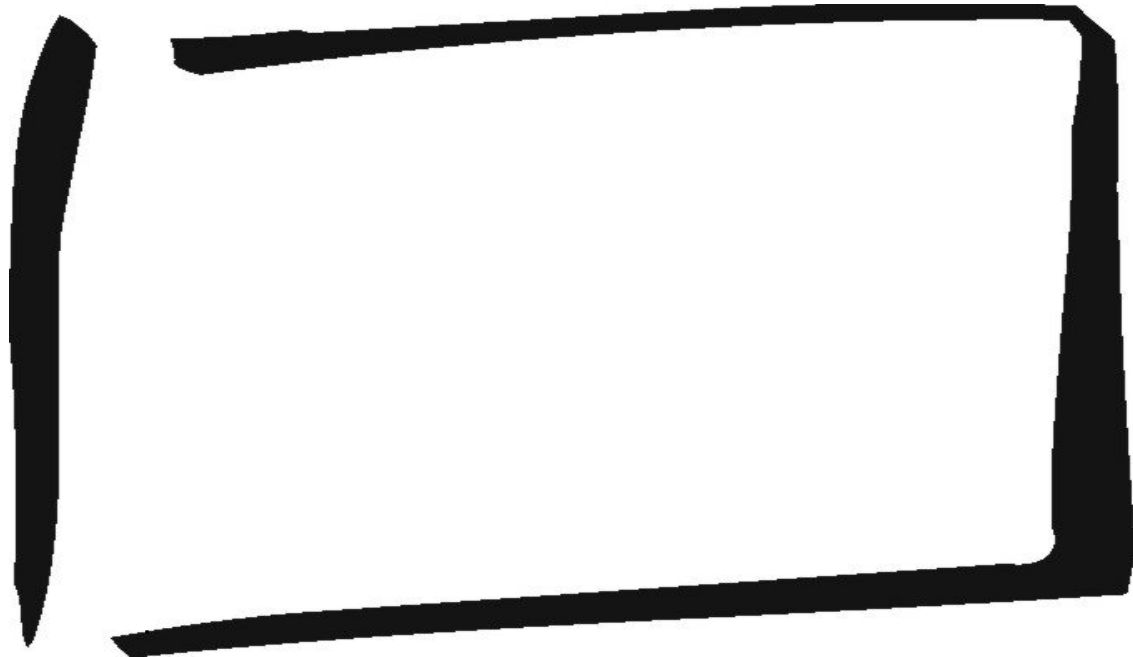


To-Do lists should form part of a system of larger plans that you have in place to enable yourself to ultimately achieve your lifetime goals. A weekly, or daily, To Do list identifies things that you should do today to work towards your performance, and more broadly, lifetime goals.

Most high performers use a diary - either a manual paper version, or a technology enabled scheduler. Use your Source Book for a list of best practises when compiling To Do Lists and Diaries.

Pair Activity

Reflect on your typical To Do list and diary usage. How can this be made more effective? Develop an action plan to implement your To Do list and diary best practises.



Summary

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:

1. Setting CSMART goals.
2. Developing action plans using the STONE technique.
3. Prioritising effectively using the Important – Urgent tool and
4. 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 introduces further time management tools to your Toolkit.

Module 4: Action! Managing Time Using Further Workplace Tools

Learning Outcomes

On completion of this module, you will be able to:

- Handle telephonic and face-to-face interruptions effectively.
- Reduce time wasting meetings.
- Organise your physical space.
- Delegate tasks.
- Say 'no' effectively.
- Prioritise your own wellbeing.

Overview

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.

We will start with how to successfully manage interruptions.

Time Management Tool – Handling Interruptions effectively

Group Activity – Stop the Clock!

In small groups, play the Stop the Clock game, reflecting on:

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





Interruptions impact tangibly on performance, yet are a reality of working life. Implementing specific techniques to manage them can lessen their impact considerably. Read more about this in your Source Book.

Time Management Tools

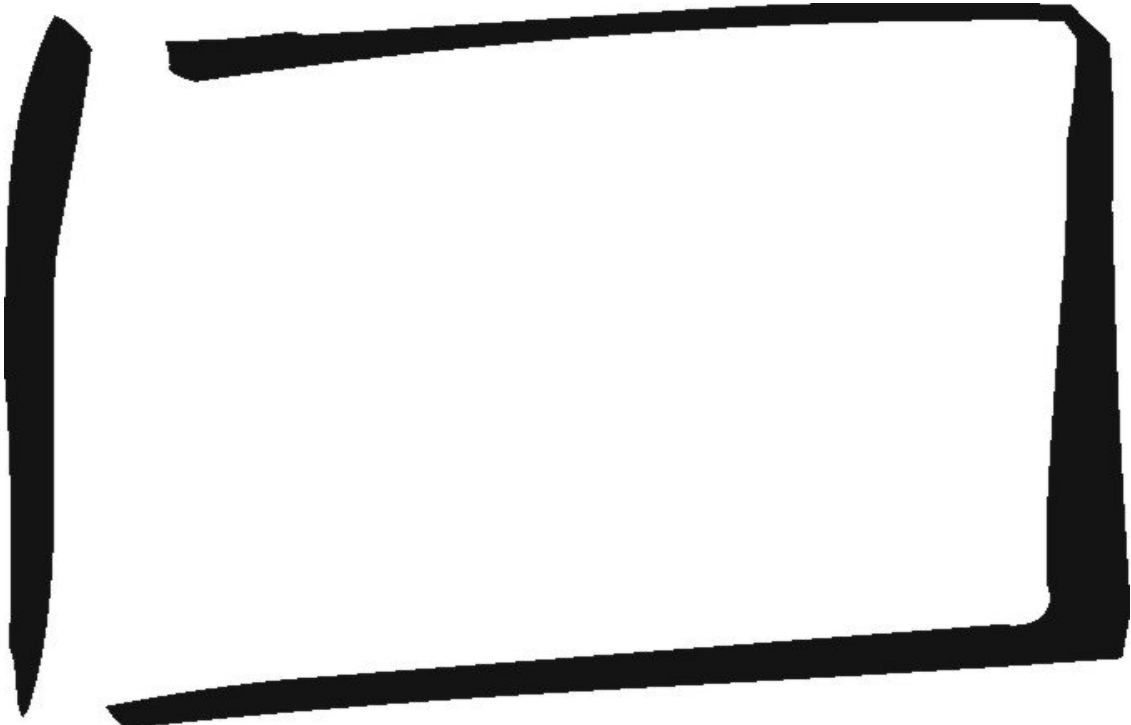
Group Activity

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 your Source Book. Then develop a poster which illustrates and explains this tool. Present this to the group:

1. Handling Telephonic Interruptions
2. Handling Face to Face Interruptions
3. Reducing Meetings
4. Handling Paperwork and Emails
5. Getting Your Physical Space Organised
6. Delegating
7. Saying NO
8. Prioritising your own wellbeing

Place the posters on around the room, and spend time reflecting on the tools covered.

Use the space below for notes.



Group Activity: The Amazing Race

To conclude this workshop, and implement all the tools covered today; let's play a game called the Amazing Race.

You are teams from competing aeronautical companies. A very important client wants to purchase several planes and will select the team with the best quality planes to build them. You will be required to build 6 planes in 10 minutes using the given templates. Your time is split as follows 5 - 1 - 5 (i.e. 5mins to build, 1 min tea break where you can discuss progress but may not build and then 5 more minutes to build.) At the end of this time frame you will have a minute to deliver your 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.) and company logo on the wing.

Each team's planes will be assessed based on the following criteria:

1. Number of planes completed (1 point per flyable plane!)
2. Accuracy of folding (anywhere between 1-10 points)
3. Added value:
 - name on fuselage (0 or 5 points)
 - coloured tips (0 or 5 points)
 - logo on wing (0 or 5 points)

Good luck!

Once you have completed the activity, discuss:

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?

Use the space below for notes.



Summary

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

Learning Outcomes

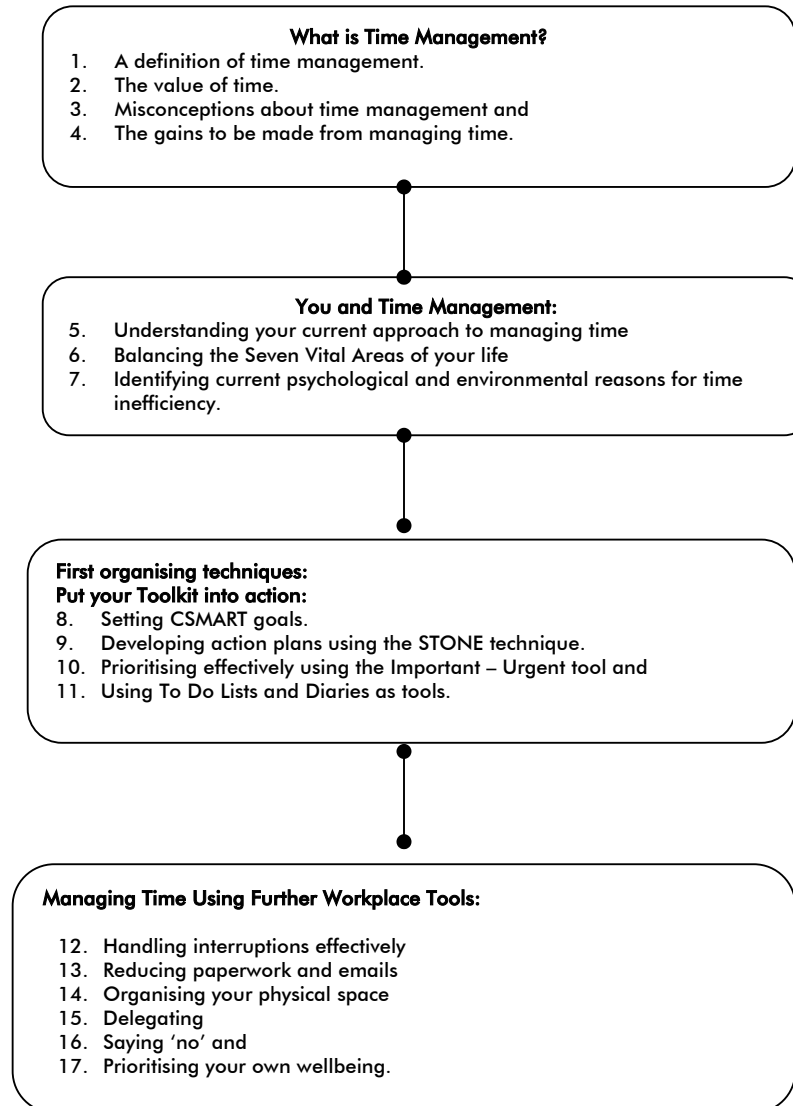
On completion of this module, you will be able to:

- Apply your tools in the workplace to manage time.
- Develop a Personal Development Plan to accelerate your own development.
- Complete a Workplace Assignment.

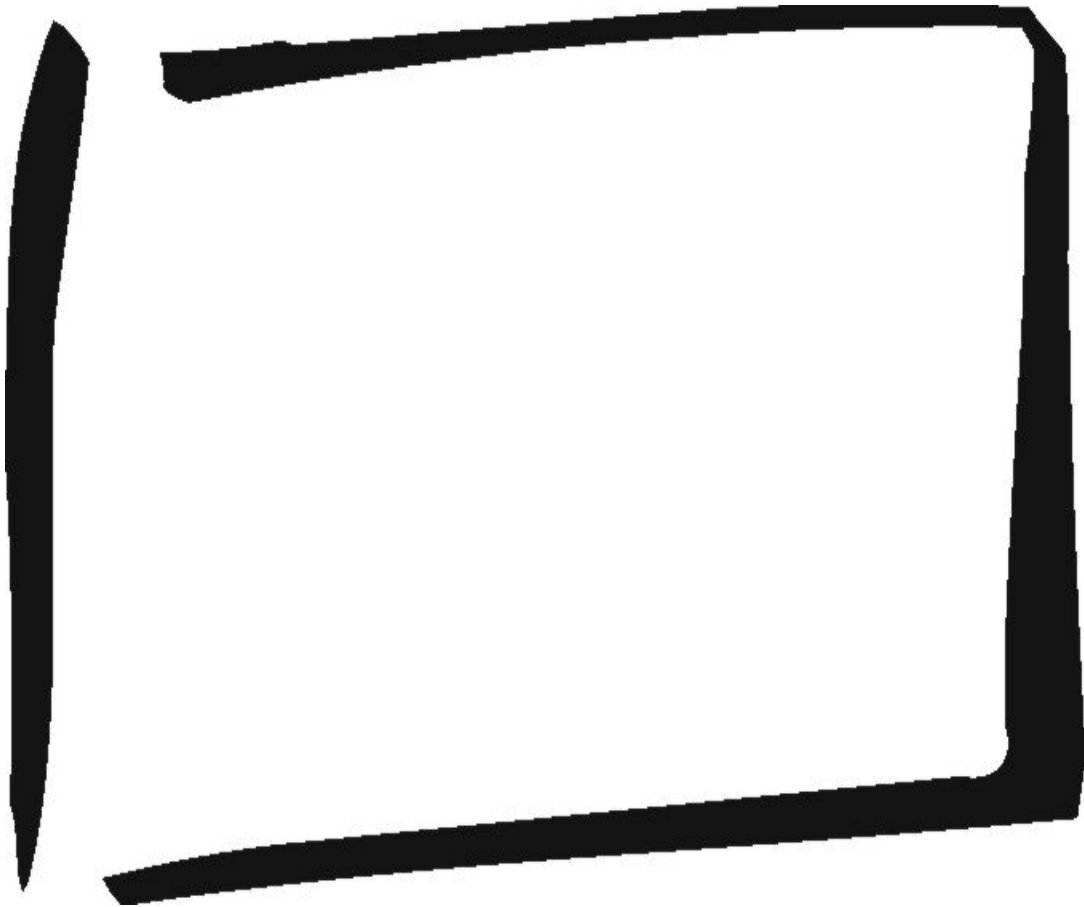
'Learning is defined as a change in behaviour. You have not learned a thing until you take action and use it.'
Don Shoal and Ken Blanchard, International Bestsellers and Psychologists

Using your Tools

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.



Application and Implementation Plan



Your Personal Development Plan

Workplace Assignment

An effective way to change behaviour is to be conscious of what you are doing, assess it, and make any necessary changes towards being more effective.

This workplace assignment is designed to assist you in your quest to enhance your effectiveness in managing your time by encouraging you to monitor yourself, analyse your responses, and choose your actions.

Assignment:

Six weeks after implementing your Personal Development Plan to improve your time management skills, complete the following survey. It will show how well you are doing and indicate areas where you still need to improve.

Options:

1 = Always; 2 = Usually; 3 = Sometimes; 4 = Rarely; 5 = Never; NA = Not Applicable

1. Do you have a clearly defined list of written goals? _____
 2. Do you plan and schedule you time on a weekly and daily basis? _____
 3. Can you find large blocks of uninterrupted time when you need to? _____
 4. Have you reduced or eliminated recurring crises from your job? _____
 5. Do you refuse to answer the phone when engaged in important conversations or activities? _____
 6. Do you use travel and waiting time productively? _____
 7. Do you delegate as much as possible? _____
 8. Do you prevent your staff from delegating their tasks and decision making to you? _____
 9. Do you take time each day to think about what you are doing relative to what you are trying to accomplish? _____
 10. Have you eliminated any time wasters during the past week? _____
 11. Do you feel in control of your time? _____
 12. Is your desk and office well organised and free of clutter? _____
 13. Have you reduced or eliminated time wasted in meetings? _____
 14. Have you conquered your tendency to procrastinate? _____
 15. Do you carry out work on the basis of your priorities? _____
 16. Do you resist the temptation to get overly involved in non-productive activities? _____
 17. Do you control your schedule so that others do not waste time waiting for you? _____
 18. Do you meet your deadlines? _____
 19. Can you identify the critical few tasks that account for the majority of your results? _____
 20. Are you better organised and accomplishing more than you were six weeks ago? _____
 21. Have you been able to reduce the amount of time you spend on routing paperwork? _____
 22. Do you effectively control interruptions and drop-in visitors? _____
 23. Have you mastered the ability to say "No" whenever you should? _____
 24. Do you stay current with your most important reading? _____
 25. Did you leave enough time for yourself - recreation, study, community service, and family? _____
- Total:** _____

Scoring:

Add the points assigned to each item. The lower you score, the better. Items rated 4 and 5 represent areas for further development. *Remember to adapt your Personal and Work-Related Development Plans accordingly!*

This survey should be taken every four months, as old habits have a tendency of recurring.

Keep a Time Log for a week

Think of all the activities you performed during last week. List the key actions you should have accomplished and indicate the deadline time for each one. In the "comments" column, record your ideas on how you might have done things better.

Priority Ranking:

1 = Important & Urgent (Must do)

2 = Important and Not Urgent (Should do)

3 = Not Important and Urgent (Could do... Delegate?)

4 = Not Important and Not Urgent (Do I have to do it now?)

Few people keep a log without surprising themselves. It can be either that much more time is spent in some areas than you think, or that certain things take up less time than you think.

Time	Activity	Time Used	Priority	Comments

Look at your log and interpret the information contained in it. Be honest with yourself when answering the following questions²:

	Question	Notes
1	What time did you start with your number one objective?	
	Could you have started sooner?	
	Did anything distract you from completing it?	
	Could you have avoided the distraction?	
	Once distracted, did you recover immediately and return to the task at once?	
2	What was your longest period of totally uninterrupted time? (Don't count lunch or meetings)	
3	What was your most productive period?	
	Least productive?	
4	To what extent did you achieve your main objectives for the day? (Percentage wise?)	
5	Were you following a written plan based on the day's priorities?	
6	What did you do that you should not have been doing? Could it have been delegated?	
7	How could you have done what you were doing more effectively? More simply? In less detail?	
8	<p>Concerning interruptions:</p> <ul style="list-style-type: none"> ▪ Were the interruptions for items more important than the interrupted task? ▪ Count the interruptions in each category to find the worst offenders: Telephone? Visitors? Crises? Self? Assistant? Team member? Customers? Meetings too long? Unnecessary meetings? ▪ Are you needlessly interrupting others? 	

² Alec Mackenzie; Time Trap; 1990

	Question	Notes
9	<p>Concerning your contact/communications with others :</p> <ul style="list-style-type: none"> ▪ Are they important enough to be worth it? ▪ Do they take too long? ▪ Are you dealing with the right person each time? Were your contacts inefficient because you lacked notes of earlier discussions and follow-up items? 	
10	<ul style="list-style-type: none"> ▪ How much time was spent on paper work? ▪ Can that be reduced by being more organised? ▪ Is a poor filing system costing you time looking for information? 	
11	Do you have an effective system for monitoring progress on projects?	
12	Was time waiting or travelling spent productively? How could it have been?	
13	Did jobs have to be redone because of haste or impatience?	
14	Was your time spent in proportion to your priorities?	

Make the necessary adjustments.

Keep a Time Log for an additional week

Analyse and adjust again.

Plan next week's diary

Include a daily diary, allowing for adjustments from last week's learning.

Continue for 1 month, until you have created a new habit

At the end of 1 month complete the assessment in your Workbook to monitor your progress.