

HIS 012 Work Smarter Not Harder

Trainer:

Timings:

No. of Days: 3 hours

Client:

Programme Aim: Delegates will know how to prioritise tasks and maintain focus

Learning outcomes:

By the end of the module you will:

- * Understand what stops us having 'more time'
- * Have some tools for prioritising
- * Know how to arrest the Time Bandits
- * Have a strategy to give you some ORDER
- * Know ways to handle stress

Preparation work:

Delegates should have been sent:

- * No prework

Trainer Preparation

- Put up four flipcharts to reflect the areas for discussion on Time Bandits (Exercise 7, page 12)
- Make sure you have the materials for the Bridge of Sighs Game. Trainer Brief 1 details what is needed

Time	Topic & Trainer Activity	Slides & resources	Learner Activity
00.00	Welcome	Slide 1	Awareness of safety, fire procedures, course content, workbooks and ground rules. Make people aware that there will be a short break of 10 minutes
	Objectives and Agenda	Slide 2	Introduce course objectives and outline. The objectives are: <ul style="list-style-type: none"> * Understand what stops us having 'more time' * Give you some tools for prioritising * Help you arrest the Time Bandits * Give you some ORDER * Help you handle stress
		Page 1	
		Page 2	
		Further Reading Pack	Explain that best-practice guides and notes of theory are contained in the Further Reading Pack, which will either be given to you at the end of the workshop, or is attached to the back of the workbook. Please try not to look at it during the workshop!

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00.10	A Warning Tale		<p>Relate this or a similar story (feel free to change names):</p> <p>My wife, Carolle, was at Gatwick airport waiting to collect a friend at Arrivals. A man in his 30s came out from Immigration – and his 15-month-old son screamed ‘DADDY’ at the top of his voice and ran – if that’s the word – straight to his father and with the biggest smile in the world, gave him an enormous hug and wouldn’t let go.</p> <p>I bet that father felt he was the luckiest father alive then – a moment to treasure.</p> <p>But how many of these moments do we have? We’re always too busy – time vanishes – and before you know it your kids have left home - or in my case two of them have. I’m lucky – they live close by, and see us frequently. I wish I had had more time for my kids as they grew up – but I was too busy at work, often spending nights away or staying late at the office – and when I did come home I was completely stressed out and impossible to speak to – or so I’m told!!!</p>
	What should we do		<p>So how could I have done that differently? How could I have held down a good job, but still had time to be with my family – and NOT bite their heads off!</p> <p>I needed to be more organised, more ruthless with myself, but didn’t know how. So – let’s start by taking a look at we organise ourselves – our diaries.</p>

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	Your Time Wardrobe	Slide 3	<p>What's your diary like? Imagine it's like a wardrobe – does it look like one from a home in a magazine – or is it so messy you are afraid to open the door?</p> <p>Let's look at this comparison a bit more:</p>												
		Slide 4	<table border="1"> <thead> <tr> <th>Cluttered Wardrobe</th> <th>Cluttered Diary</th> </tr> </thead> <tbody> <tr> <td>Limited amount of space</td> <td>Limited amount of time</td> </tr> <tr> <td>Crammed with everything</td> <td>Crammed with more tasks than time</td> </tr> <tr> <td>Things pushed into any old corner</td> <td>Tasks pushed into any available few minutes with no order</td> </tr> <tr> <td>Haphazard – can't see what's in there</td> <td>Haphazard arrangement so can't see what's important</td> </tr> <tr> <td>Inefficient in ordering and organising</td> <td>Inefficient in use of time management tools</td> </tr> </tbody> </table>	Cluttered Wardrobe	Cluttered Diary	Limited amount of space	Limited amount of time	Crammed with everything	Crammed with more tasks than time	Things pushed into any old corner	Tasks pushed into any available few minutes with no order	Haphazard – can't see what's in there	Haphazard arrangement so can't see what's important	Inefficient in ordering and organising	Inefficient in use of time management tools
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00.15	A Strategy for managing Time	<p>Slide 5</p> <p>Slide 6</p> <p>Page 3</p>	<p>So how can we move to being in more control:</p> <p>Simple 3-Stage Strategy:</p> <p>1 Analyse What am I doing NOW</p> <p>2 Strategise What should I be doing</p> <p>3 Attack What I am going to do about it</p> <p>1. Analysis Stage</p> <p>What's stopping you from organising your time?</p> <p>Answer: There are things at three levels</p> <p>Things you can't do, e.g. you haven't been trained or it's the wrong time</p> <p>Things from outside, e.g. from your environment or other people</p> <p>Things from inside, e.g. your feelings</p> <p>Exercise 1: Individually (5 minutes)</p> <p>Using the worksheet, identify 3 things in each category.</p>

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		<p>Flipchart</p> <p>Slide 7.1</p> <p>Slide 7.2</p> <p>Slide 8</p>	<p>Feedback onto flipchart</p> <p>Bring out:</p> <p>1 Things you can't do –</p> <ul style="list-style-type: none"> * maybe you don't have the skills * you underestimated the complexity * or are tackling it at the wrong time * or have simply forgotten about it till the last minute – <i>my son's homework comes to mind there! (or relate similar example)</i> <p>2 Things from outside – your environment,</p> <ul style="list-style-type: none"> * imposed workload * team mates off sick * personal relationships * interruptions * others' demands (meetings, e-mail, post, etc.) <p>3 Things from inside –</p> <ul style="list-style-type: none"> * your feelings and fears (detail-conscious, perfectionist,) * love chaos * love starting things but awful at finishing them * you don't really know what you want to do, no real vision.

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00.25	Knowing yourself	Page 4 Slide 9 Flipchart	<p>What can we do about some of these? Let's find out about ourselves.</p> <p>Exercise 2: Individual (5 minutes) How do you work:</p> <ol style="list-style-type: none"> 1. What do you find easy to do? 2. What do you find difficult to do? <p>Stress that the answers are personal – this is not a judgement, just a sharing</p> <p>Get some feedback on each of these onto flipchart</p>
00.35	How do you prefer to work	Page 5	<p>Also, knowing how you like to work can help you create the right environment in which to feel productive.</p> <p>Exercise 3: For each pair of statements on page 5, highlight the one which is more like you, to help you think about how you prefer to work. What does this mean you may need to change?</p>
00.40	The areas you need to focus on	Slide 10	<p>So that's given us an insight into ourselves; we've completed stage one of our three-stage strategy. Now we need to find out what we can do about it</p> <p>Stage 2. Strategies for you</p> <p>I don't want to focus just on work – we need to look at all aspects, so let's look at the 'whole you' – your work-life balance and your vision for your life – looking at five significant areas in your life:</p> <p>* Personal, relational, professional, financial, social</p> <p>We need to have vision and goals for each of these areas of our lives, so that we can plan Specific Actions we're going to take to achieve our Goals.</p>

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	Setting your personal goals	Page 6	<p>Let's Focus on our goals, those things we'd each like to achieve in, say, the next 2 to 3 years.</p> <p>Exercise 4: Individual, 5 minutes</p> <p>5 core areas – write down one goal for yourself in each and then try to identify at least two specific actions to reach them. If you don't complete this, continue with it after this workshop.</p> <p>Ask for one or two volunteers to share what they have written</p>
00.50	The Stages in Prioritising		<p>Fine – so now we know what we want to do – but can we find the time to do it?</p> <p>So what do we need to do to create the time for these:</p> <p>First – prioritise – know what we must do</p> <p>Second – stop letting others control your time</p> <p>Third - control and review how we're doing</p>

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00.55		Page 7	<p>Exercise 5: Individuals – 10 minutes</p> <p>Part 1: Ask delegates to determine their understanding of High, Medium and Low urgency for their role, as some jobs work to different timescales than others (compare a shift worker in a call centre to a research scientist).</p> <p>Part 2: Go through each quadrant and ask delegates to identify one task in each. When you get to High/High, stress that many of these tasks dominate – whereas if we had planned a bit more, they could have been ‘eased’ into Quadrant 2 (Elephant tasks) and been planned – you would have had more control.</p> <p>Part 3: Ask delegates to identify one task they have done in the last week that they could have anticipated more and turned into a Q2 from a Q1, e.g. writing a last minute report or proposal, responding to a colleague, completing a paper for a meeting.</p>

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01.10	The 7 D's of Prioritising	Slide 11 bubbles	<p>Mention the 7 D's:</p> <ol style="list-style-type: none"> 1. Decline or 2. Discuss, 3. Do it, 4. Diarise long term, 5. Delegate, 6. Diarise short term, 7. Destroy or Deflect it.
01.15	Managing your time through the day	<p>Slide 12</p> <p>Page 8</p>	<p>Explain that we each have peaks and dips in our performance during the day. Much depends on things such as our sugar levels, but we do each have a natural preference and cycle. We need to be aware of this cycle so that we plan what we do at the right time for us. The slide shows two examples – Red is an afternoon person, Blue is a morning person</p> <p>Tasks/meetings which are high priority to us achieving our goals should be planned into our peak times. Low priority jobs should go into our lower energy times.</p> <p>Exercise 6: Individual (5 minutes)</p> <p>When are you at your best – and worst? Are you a morning or evening person? Plot what you think is your daily energy curve. Now consider which tasks MUST be done in high-energy times and which can safely go to the low-points – make a list. Key to all time management: Be ruthless with yourself. Stick to your priorities; the table at the bottom of page 8 may help you.</p>

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*Note: The full High Impact Session lasts for 3 hours and is available from ST*R Learning. If you are interested in purchasing a licence for the workshop, contact us for a free no-obligation discussion and consultation session.*

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