

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 know:

- * 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

Preparation work:

Delegates should have been sent:

- * No prework

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 Page 2	<p>Introduce course objectives and outline. The objectives are:</p> <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 <p>Introduce Personal Objectives and Action Plan in Action Pack</p>
00.05	Introductions	Page 2 Feedback onto Flipchart	<p>Stress that it is NOT about how to ignore or avoid those awkward or difficult tasks, but rather how to feel comfortable when faced with a potentially difficult situation.</p> <p>Ask them to think about what they would like to get out of the next 3 hours and commit this to paper</p> <p>Exercise : In syndicates (small groups) of 3 or 4 delegates: 3 minutes</p> <p>a) spokesperson to summarise 3 objectives that the syndicate wishes to achieve from the Session.</p> <p>Objectives captured by Tutor and placed on Flipchart – to be referred back to throughout the workshop to check have met delegates' objectives</p>

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00.15	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 30's came out from Immigration – and his 15-month-old son screamed 'DADDY' at the top of his of his voice and ran – if that's the word – straight to his Dad and with the biggest smile in the world, gave him an enormous hug and wouldn't let go.</p> <p>I bet that dad 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> <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 Slide 4	<p>What's your diary like? Imagine it's like a wardrobe – does it look like one from an ideal home in a magazine – or is it so messy you are afraid to open the door? Let's look at this comparison a bit more:</p> <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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		Flipchart Slide 7.1 Slide 7.2 Slide 8	<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 – my son's homework comes to mind there! <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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00.35	Knowing yourself	Pages 6 & 7. Slide 9 Flipchart	<p>What can we do about some of these? Let's find out about ourselves – 3 questions</p> <p>Exercise: Individual (10 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? 3. How do you prefer to work? <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>
00.50	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>
	Setting your personal goals	Page 8	<p>Let's Focus on our goals, those things we'd each like to achieve in. Say, the next 3 to 5 years</p> <p>Exercise: Individual, 5 minutes</p> <p>5 core areas – write down one goal for yourself in each and then at least two specific actions to reach them.</p> <p>Ask for one or two volunteers to share what they have written</p>

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01.00	The Stages in Prioritising		<p>Fine – so now we know what we want to do – but can we find the time to do it? So what do we need to do to create the time for these:</p> <p>First – prioritise – know what we must do Second – stop letting others control your time Third – control and review how we’re doing</p>
	<p>The Prioritising Matrix</p> <p>Elephant Tasks</p>	Slide 11	<p>Step 1: Prioritising Matrix: Trainer asks delegates how they currently determine what to do in what order Introduce concepts of Importance and Urgency as these relate to you and your goals.</p> <p>Q4 - Low Imp/Low Urgency – Why are you doing it?</p> <p>Q3 - Low Imp/High Urgency – Can you give it to someone else in your team?</p> <p>Q2 – High Imp/Low Urgency – Plan these – start working on them even though the deadline is some way off. Elephant tasks – they don’t look big when they are a long way off – but they do when they are near! AND – you cannot eat an elephant at one meal, but you can eat it in bite-size chunks – therefore tackle BIG tasks in stages. Introduce concept of identifying one Elephant task each day on which you will promise to spend at least 20 minutes – it soon adds up.</p> <p>Q1 – High Imp/High Urgency – they have to be done!. BUT how many of these are really Q2 tasks that you left till it was due?</p>

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01.05		Page 9	<p>Exercise: 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 to 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 get to Hi/Hi, stress that many of these dominate – whereas if we had planned a bit more, they could have been 'eased' into Quadrant 2 (Elephant task) and been planned – more control.</p> <p>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>
01.15	The 7 D's of Prioritising		<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.

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01.25	Managing your time through the day	Slide 12 Page 10	<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.</p> <p>Tasks or 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: Individual (5 minutes)</p> <p>When are you at your best? 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.</p> <p>Key to all time management: Be Ruthless – with yourself. Stick to your priorities</p>
01.35	Break for 10 minutes		

*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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