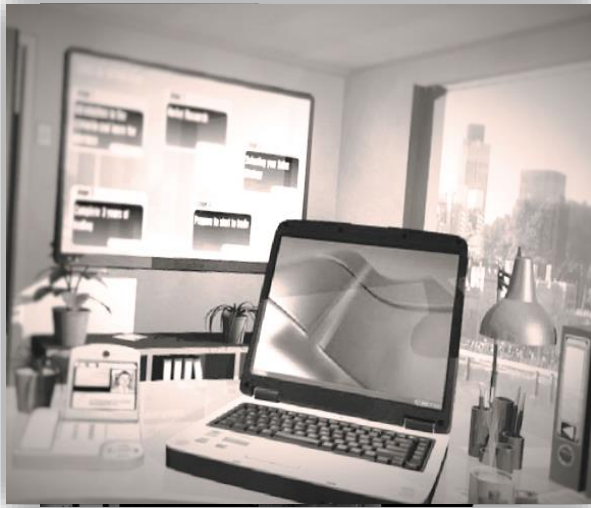


Lesson – Time Management At Work



Lesson Overview

In this lesson, participants will learn about time management skills, barriers of time management and how to overcome those to meet personal goals.

Lesson Objectives

After completing this lesson, participants will be able to:

- Take a self-inventory of their own time management skills and identify how to improve
- Learn to discern urgent tasks from important tasks and plan accordingly
- Identify common barriers to time management and how to overcome these barriers
- Complete a personal time study in order meet personal goals

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	<ul style="list-style-type: none"> • Time management self-assessment websites • Computers with Internet access 	<ol style="list-style-type: none"> 1. Choose a time management self-assessment to use 2. Ensure websites can be accessed for online self-assessments 	15 – 20 minutes
LEARN	<ul style="list-style-type: none"> • <i>The Priority Matrix</i> handout • <i>The Priority Matrix Task List</i> handout • <i>Time Management Barriers and Solutions</i> handout • <i>Time Management Scenario/Solution</i> handout • <i>Personal Time Study Table</i> handout • <i>Personal Time Study Analysis</i> handout 	<ol style="list-style-type: none"> 1. Print/photocopy <i>The Priority Matrix</i> – one per group 2. Print/photocopy <i>The Priority Matrix Task List</i> handout – one copy with images cut apart 3. Print/photocopy <i>Time Management Barriers and Solutions</i> handout – one per student 	Part 1 – 30 minutes Part 2 – 35-45 minutes Part 3 – 30 minutes

		<ol style="list-style-type: none"> 4. Print/photocopy the <i>Time Management Scenario/Solution</i> handout – one per student 5. Print/photocopy the <i>Personal Time Study Table</i> handout – one per student 6. Print/photocopy the <i>Personal Time Study Analysis</i> handout – one per student 	
REVIEW	<ul style="list-style-type: none"> • <i>Paper and pen/pencil</i> 	<ol style="list-style-type: none"> 1. None 	10 minutes



Lesson – Time Management at Work

FOCUS: Time Management Self-Assessment

15 - 20 minutes

Purpose:

Time management is an important skill that helps keep work and priorities under control. It also helps reduce stress. You've heard the saying... *time is money*. Wasted time is also a waste of money and drain on resources for employers. We need to be aware of our own time management skills and how we can strengthen areas that may need improvement.

Materials:

- Time management self-assessment websites
Working Resources:
<http://www.workingresources.com/timeselfmanagementsurvey/time-self-management-quiz.html>
MindTools:
http://www.mindtools.com/pages/article/newHTE_88.htm
Or other online time management self-assessment tools
- Computers with Internet access

Facilitation Steps:

1. Begin by introducing the concept of time management. Effective time management at work means continually striving to improve effectiveness (what you do) and efficiency (how you do it), both of which are important to managing a career.
2. There are many things to do to improve time management skills. These are: setting goals, prioritizing, managing interruptions efficiently, not procrastinating, and scheduling your day.
3. In order to improve time management skills, let's take a self-inventory to see how we measure up. Have students access one of the two time management surveys listed in the materials section, or offer another alternative. Give students five minutes to complete it.
4. Start a discussion - How did it go? Are there areas you can improve? The activities in this lesson will help strengthen time management skills.



Lesson – Time Management at Work

LEARN: Active Practice

115 minutes

Purpose:

The purpose of this activity is to have participants actively practice time management techniques in a variety of activities.

Materials:

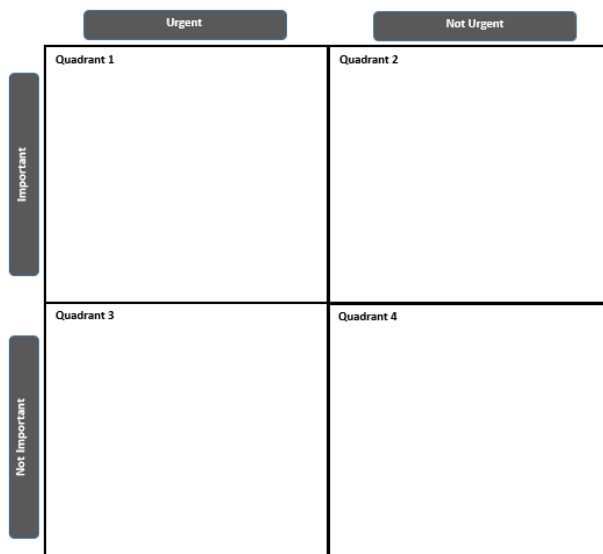
- *The Priority Matrix*
- *Priority Matrix Task List*
- *Time Management Barriers and Solutions* handout
- *Personal Time Study Table* handout
- *Personal Time Study Analysis* handout

Facilitation Steps:

Activity 1 – The Priority Matrix (30 minutes)

1. Explain that understanding the difference between urgent tasks and important tasks can make a tremendous difference in your day. Learning to prioritize can make the difference between getting the job done or not finishing.

Draw The Priority Matrix on a whiteboard.



2. Define each of the 4 quadrants:

Quadrant 1 – Urgent and Important: These tasks are number one on your to-do list. Do these first.

Quadrant 2- Not Urgent but Important: These tasks are serious and if they aren't taken care of may move to the first quadrant. Plan your day to make sure these can get completed. Do these next.

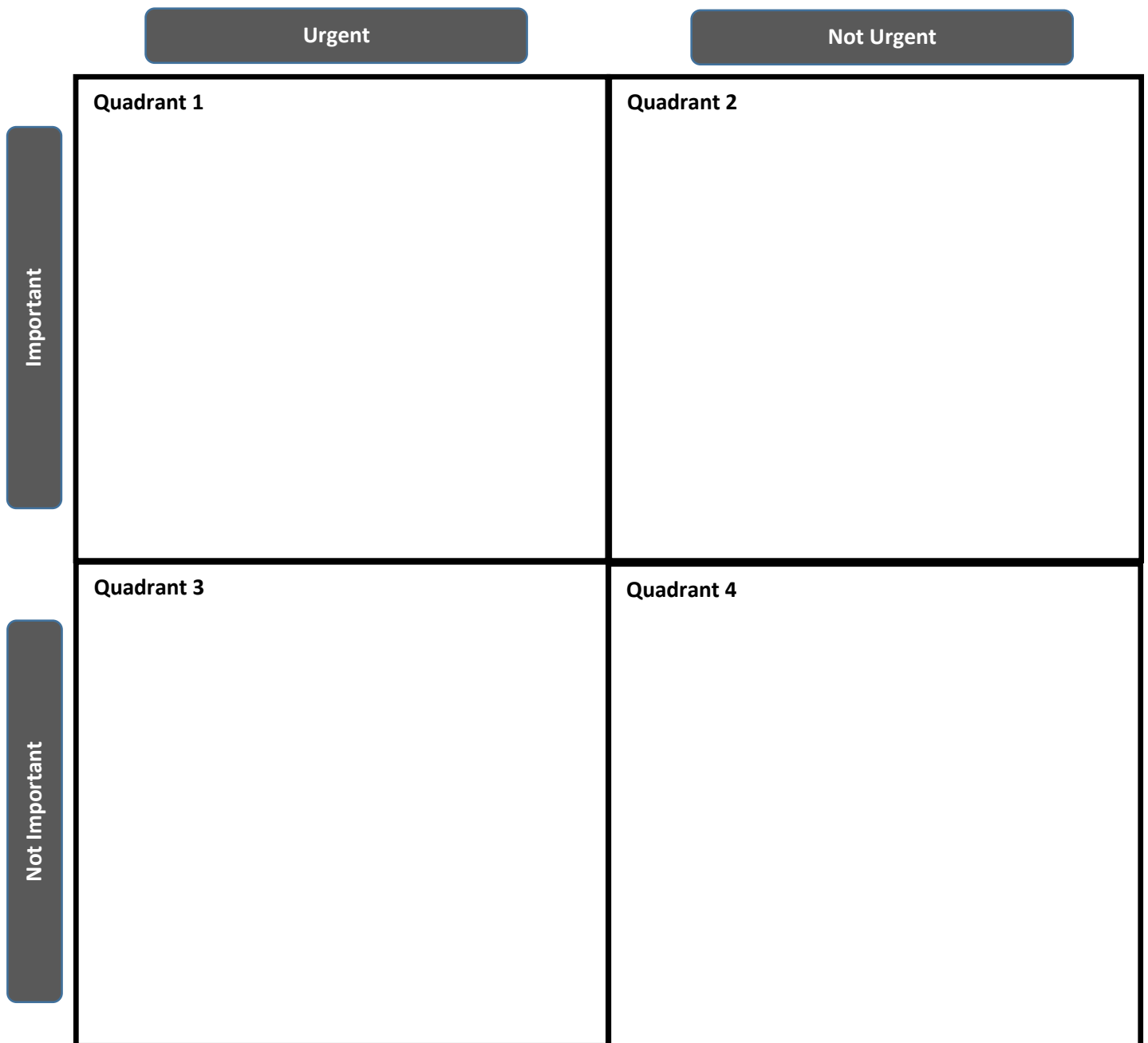
Quadrant 3 – Not Important but Urgent: These tasks can be put off until a bit later. If we aren't careful, these can waste valuable time. Do these later.

Quadrant 4 – Not Urgent or Important: These tasks are serious time wasters. Do not bother to do these tasks unless all of your other Quadrant 1-3 tasks are completed and you have the time.

3. Divide your class into small groups. Explain that each group will be given a list of work tasks that they will need to prioritize into the four quadrants. There is no absolute wrong and right answer. Each group should come to a consensus as to what they believe are appropriate for each quadrant when compared to all of the other tasks on the list.
4. Give each group *The Priority Matrix* and a *Priority Matrix Task List*. The group should cut the tasks apart and put them in the appropriate quadrants as identified by the group. Allow for groups to discuss for approximately 15 minutes.
5. Call the class back together. Read off each task and ask each group to identify the quadrant they put it in. Majority rules as a class and put each task in the quadrant most groups agreed with.

The Priority Matrix

Cut the list of tasks apart and as a group, decide which quadrant they should go into.



The Priority Matrix Task List

Scenario: You are a preschool teacher and have the following list of tasks that you must do today. Cut the list of tasks apart and as a group, decide which quadrant they should go into.

Complete the daily observation sheet which includes information on meals eaten, naps, significant health issues, problem behavior or accomplishments.	Lead the children in a painting activity.
Complete lesson plans for next week and give to director.	Serve lunch to your group and clean up.
Read a book to your group during story time.	Teach the children a lesson on stranger danger.
Take your students outside to play games.	Help your students learn their letters and numbers.
Organize and store the toys to ensure the area is picked up before going home.	Use bleach and sanitize the toys because one child was found to have hand, foot and mouth disease.
Teach your students to sing "This Little Light of Mine."	Complete a class on infant and child CPR.
Contact a parent to set up a meeting where you can discuss transitioning the child to a new room for older children.	Give one of your students a time-out because they bit another child.
Write your monthly class newsletter to parents highlighting upcoming activities, field trips and announcements.	Teach a lesson on how to properly wash your hands.



Activity 2 – Identifying and Overcoming Barriers to Time Management. (35-45 minutes)

1. Introduce common time management barriers. It is easy for things to get in the way of your best attempt to make good use of your time. Give each student the *Time Management Barriers and Solutions* handout.
2. Give students one example of a barrier – procrastination. They can write this in their handout on the “Barriers” side of the page. Define procrastination as the action of delaying or postponing action, especially as a regular habit or practice.
3. Have the class brainstorm solutions for overcoming procrastination. Write these on a whiteboard while students write them in the “Solutions” column on the handout.
4. Potential solutions to procrastination could be:
 - Do the worst task first to get it out of the way
 - Break things into smaller bite-sized pieces
 - Plan to do these tasks when you are at your highest energy level
 - Reward yourself when you complete one of these tasks
 - Change your work environment
 - Hold yourself accountable to someone else
 - Remove distractions
 - Try to make it fun
5. Give students 15 minutes to complete the remainder of the *Time Management Barriers and Solutions* handout. If they think of more barriers than they have space for, turn the paper over and write more on the back.

6. Ask students to volunteer some of the barriers that they identified and write these on a white board. Make a master list of all barriers that students have identified. By a show of hands, identify the number of students that had each of the barriers on the master list. Identify the top five that the most students had. For the top five, ask students to share their solutions to each of these.

Some common barriers include:

- Procrastination
- Interruptions – cell phone unexpected visitors
- Not setting limits
- Distractions
- Not Prioritizing

Some solutions could be:

- Use a planner/calendar
- Learn to say No
- Finish what you start
- Prioritize
- Eliminate time wasters
- Do it right the first time
- Prune or unclutter
- Reward yourself

7. Give each student the *Time Management Scenario/Solution* handout. Have students work in pairs to identify the barriers in the work scenario and also identify potential solutions. Allow 10 minutes for this activity.
8. Have students share the barriers that they identified and solutions to help Michael complete the project.

Time Management Barriers and Solutions

In the space provided, identify common time management barriers and suggest solutions for overcoming those barriers.

Time Management Barrier	Solution

Time Management Scenario/Solution

Read the scenario below and work with a partner to 1) identify the barriers to getting the project done and 2) solutions to overcoming these barriers.

Scenario: Michael is a website designer in the marketing department of a local sporting goods manufacturer. He has been given the task to design the annual product catalog that will be sent to 10,000 customers. His deadline to go to print is one week from today. He started this project 2 months ago but isn't as far along as he should be. He needs to work with the product manager to get final pricing but the product manager hasn't provided it him yet. Michael recently purchased a new iPhone and enjoys trying new apps on it at work. Michael also has a new girlfriend and they enjoy meeting for lunch at least twice a week. Sometimes lunch hours get extended because they are having so much fun. Michael's sales manager needs to review the catalog at least twice before it can go to print. Michael has still not given him the first draft so he can edit and identify any needed changes. Michael really enjoys taking the product photos and working with his photo editing software. In fact he enjoys that task so much that he spends far more time than he should getting the photos for the catalog to look 'just right.' What advice do you have for Michael to help him get this catalog project completely done and to his manager for review and to the printer in time?

Time Management Barriers:

Time Management Solutions:



Activity 3 – Personal Time Study (30 minutes)

1. Tell students that they are going to complete a one week time analysis. Each week has 168 hours (24 hours per day x 7 days per week). Students are going to analyze how much time they spend in an average week on things like eating, sleeping, working, studying, being social, etc. They are going to use the data that they gather from their time study.

2. Give each student the *Personal Time Study Table* handout. Assign this as homework for one week. They should identify what they did for that hour. It can be summed up in a few words. Tell them to use the following categories to help identify tasks. They will be adding up categories later so identifying tasks by category will make that easier.

- Eating
- Sleeping
- Working
- In class
- Studying
- Transportation

- Chores
- Family time
- Social time
- Other

3. After one week has gone by, have students bring in their completed time study table. Begin by having students complete the *Personal Time Study Analysis* handout. Students should add up the total hours spent on each task in the list.

4. Have a class discussion about the time study when everyone has completed their analysis. What surprised students the most about their own personal time study? What are the changes or solutions they can make to their schedule in order to do the things they don't have time for now? Do students feel 'overscheduled'?

5. Tell students that this approach can also be used on the job if they have difficulty managing their time. When employees cannot get everything done, one way to get to a solution is to do a time study. When an employee can see in black and white how they are spending their work time, it can help point to a solution.

Personal Time Study Table

Identify your activities for one week for at each time of the day.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
12 AM							
1 AM							
2 AM							
3 AM							
4 AM							
5 AM							
6 AM							
7 AM							
8 AM							
9 AM							
10 AM							
11 AM							



Personal Time Study Table

Identify your activities for one week for at each time of the day.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
12 PM							
1 PM							
2 PM							
3 PM							
4 PM							
5 PM							
6 PM							
7 PM							
8 PM							
9 PM							
10 PM							
11 PM							



Personal Time Study Analysis

How many hours did you spend on each of the following activities?

Task	Total Hours
Eating	_____
Sleeping	_____
Working	_____
In class	_____
Studying	_____
Transportation	_____
Chores	_____
Family time	_____
Social time	_____
Other	_____
Total	<u>168 hours</u>

Questions:

1. Are there things you would like to do that you cannot find time for? If so list them below.
2. What can you change in your schedule to free up time to do the things you listed above? Think about the solutions to time management barriers you learned about earlier in this lesson.



Lesson – Time Management At Work

Review: The Benefits of Effective Time Management

10 minutes

Purpose:

The purpose of this review activity is to think about all of the ways effective time management can help us at work and in our personal lives.

Materials:

- *Paper and pen or pencil*

Facilitation Steps:

1. Ask participants to think about the different time management strategies that they have learned in this lesson. There are many benefits that we can have in our personal life as well as our work life if we can master time management. Have students write down four ways that time management can help us.
2. Have students pair up and share their lists with each other. Do they have some of the same benefits on their lists or are their lists each unique?
3. Share a few potential benefits with the class such as:
 - You can get more done each day
 - You can gain control over your life
 - You can reduce your stress and improve your health
 - You can ‘add more time’ to your daily routine, thereby having time to do the things you really enjoy

