TIME MANAGEMENT

Trainers' Manual

"Time is the scarcest resource of the manager; if it is

not managed, nothing else can be managed"

-Peter F Drucker,

(1909−2005),

Management Guru

CONTENTS

<u>PREFACE</u>

B efore the workshop, read through the instructor guide. This is intended as a "guide" and not a "bible." Be guided by your experience, the needs of the participants, and your own common sense, as well as the information in here. However, most of the suggestions and all of the information have been developed through research and hands-on, classroom experience. We recommend arriving at least half an hour before the start of the session. We suggest you shake hands with each participant as they come into the classroom and introduce yourself to them; it breaks the ice and sets the type of friendly atmosphere that is conducive to learning.

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AGENDA & SESSION PLAN

Sr. No	Activity	Methodology	Tools	Duration
1	Karvy Mission	Discussion	PPT	5 minutes
2	Introduction / Ice Breaker / Perception Setting	Activity Discussion	PPT Activity 1: Icebreaker - Time Value Flip charts: 05-07 nos Felt-tipped markers: 12-14 Timer Chocolates / prizes for the winning teams	55 minutes
3	Time Management Process : Step 1 - Set Goals	Lecture Activity	PPT Activity: 2 I – Goal Setting Activity: 2 II – Classifying your Goals	45 minutes
	Tea Break			15 minutes
4	Time Management Process : Step 2 - Prioritize	Story Inventory Lecture	PPT Activity: 3 I –Your typical day! Activity: 3 II – PRIORITIZE Your typical day! Story: The Big Rocks of Time Inventory: How Time Managed are You?	70 minutes
5	Time Management Process : Step 3 - Plan For Goal Attainment	Lecture Discussion	PPT	60 minutes
	Lunch Break			50 minutes
6	Energizer	Activity	Energizer: 3 - Minute Test (Handout)	10 minutes
7	Time Management	Case Study	Case Study: Another Day at the Office	20 minutes
6	Time Management Process : Step 4 - Allocate Time Appropriately	Lecture Discussion	PPT	20 minutes
7	Time Management Process : Step 5 - Use Time Management Tools / Techniques	Activity; Lecture; Discussion;	Activity 3: Time Wasters Flip charts: 05-07 nos Felt-tipped markers: 12-14 Timer Chocolates / prizes for the winning teams Annexure: Time Log Format	45 minutes
8	Prime Time Robbers: 1 - Procrastination	Lecture; Discussion;	PPT	25 minutes
9	Prime Time Robbers: 2 - Interruptions	Lecture; Discussion;	PPT	15 minutes
	Tea Break			15 minutes
10	Time Tips: Learn to say "no" (10 minutes) Manage Meetings (15 minutes) Delegate (10 minutes)	Lecture; Discussion;	PPT	30 minutes
11	Summary/ Questions - Summary (10 minutes) Questions (20 minutes)	Discussion	PPT	30 minutes
12	Feedback & Action Plan	Discussion	Action Plan Sheet	15 minutes
13	Closing	NA	NA	15 minutes

INTRODUCTION / PERCEPTION SETTING

Introduce yourself. Establish credibility, by giving examples of training experience, and your own experiences with time management.

Ask that participants respect confidentiality. "What we say in this room stays in this room." Remind them that it was Mark Twain who said, "If two people have the same opinion, you don't need one of them," so we are at liberty to disagree with one another, and with the Facilitator / Trainer.

Give the participants a chance to introduce themselves to you. You will probably want to know their name, their department, their position title and how they are involved in management.

Address items, like tea & lunch breaks. Give them info about washrooms, coffee, and cell phones.

Remind the group that this is a "safe house," the place where they can learn from their mistakes in a supportive atmosphere, rather than in the workplace where it can harm their credibility or their organization.

Course Overview

Ask students to turn to their workbooks (Page 5 & 6) and read the preface & the overall objectives of the workshop. Then ask them to identify their own learning objectives. Turn to the Session Objectives (on PowerPoint Presentation) and look at the topics you plan to cover.

Go over these with the group and ask if there is anything there they didn't expect to see, or something NOT there that they had been hoping for.

For topics they don't see:
- ✓ Reassure the group if a topic will be covered although it doesn't appear in the Agenda.
- ✓ Opt to squeeze in something not covered if there is time, it's appropriate, and if everybody is interested.
- ✓ For those things they feel are not of interest to the group, you have the option of touching it briefly and moving on. This doesn't happen often, but these questions are your hip pocket needs assessment to make sure participants get what they expect, IF IT IS POSSIBLE.
- ✓ Generally, topics not within the realm of this program must be dealt with at another time. Suggest other programs or talk with the participant at end of day.

Session Objectives

At the end of the program the participants will be able to –

- Understand the Time Management Process.

- Apply basic Principles of Time Management, and set goals and priorities.

- Learn practices that may be undertaken in order to overcome major Time Robbers – Procrastination & Interruptions.

- Identify a Four-Step Approach for deflecting unwelcome tasks.

- Review 12 Guidelines for Productive Meetings.

- Recognize how effective Delegation can help Time Management.

- Devise an Action Plan for Better Time Management.

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ICE BREAKER - TIME VALUE

INTRODUCTION   Time is money. This game helps players make sure that their time and money are well spent.

OBJECTIVE   To enhance the value of short periods of time.

EQUIPMENT   Flip charts: 05-07 nos
Felt-tipped markers: 12-14
Index Cards – 3" X 4" Paper cards (20 nos) {02 for each team}

Timer
Chocolates / prizes for the winning teams

TIME   Total time 30-40 minutes, consisting of:

- 05 minutes for preparation

- 10-15 minutes activity

- 15-20 minutes debrief

GROUP SIZE   6 to 30 is possible

SET-UP:

- Assemble a panel of judges.
- Near the end of this game, you need 2-5 people to determine the winning teams.
- Enroll a few of your colleagues and tell them that all they have to do is to listen to half-a-dozen ideas and decide which one is best and which one is the most unique.
- This activity should not require more than 5 minutes of their time.

DIRECTIONS:
- Form teams.
- Organize the participants into three to five teams, each with not more than seven members.
- It is not necessary for all teams to be of equal size.
- Allocate flip charts, markers & Index cards to teams.
- Announce the first topic for brainstorming.
- First **Topic:** Tell the teams that they have 5 minutes to brainstorm alternative responses to this question: _"You have Rs.15 to spend. How can you make sure that you get the maximum value for this money?"_
- The teams should make sure that all members participate and someone writes down their ideas on the flip chart.
- The team should generate as many ideas as possible within the 5-minute period.

- They may use several sheets of the flip chart paper.
- Conclude the first brainstorming session. After 5 minutes, signal that the time is up.
- Announce the end of the brainstorming session. Explain that the first session was just a warm-up to prepare them for the second one. Ask the players to flip the pages over and begin.
- Announce the second brainstorming topic.
- Tell the teams that they have another 5 minutes to brainstorm alternative responses to this new question: *"You have 15 minutes of free time to spend any way you want. How can make sure that you get the maximum value for this time?*
- Ask the teams to use the same procedure as before.
- Conclude the second brainstorming session. After 5 minutes, signal that the time is up.
- Announce the end of the brainstorming session.
- Tell the teams that you are now going to award score points for their accomplishments.
- Identify the winning team in the first category.
- Begin by asking the teams to count the number of alternative ideas in their list.
- Identify the team with the most ideas and declare its members to be the winners in the Number of Ideas category.
- Identify the winning team in the second category.
- Bring in your colleagues and introduce them as the panel of judges.
- Ask each team to copy the two best ideas from its flip chart list on to index cards, each on a separate card.
- Collect these cards, shuffle them, and read the ideas.
- Ask the judges to select the best one among these ideas.
- Identify the team that contributed this idea and declare its members to be the winners in the Quality of Ideas category.
- Identify the winning team in the third category.
- Explain that one of the goals of brainstorming is to generate unique and unusual ideas.
- Ask each team to copy the two most unique ideas from its flip chart list on to two index cards.
- Use the same procedure as before and ask the judges to select the most bizarre -- or the least conventional -- idea. Identify the team that contributed this idea and declare its members to be the winners in the Unique Ideas category.
- Thank the judges. Tell the judges that their job is done and they may retire to their chambers. Lead a round of applause for the departing judges.

FACILITATOR NOTES & PROCESSING IDEAS:

- This game requires some in-depth debriefing to ensure that the players discover and share key learning points. Explain the purpose and the format of the debriefing session.
- Begin with a broad question such as: *What did you learn from this activity?* Encourage the participants to share their insights. Whenever appropriate insert these questions into the discussion:
- This activity used several time-management techniques. Can you figure out what they were?
- Whenever you have to solve a problem or explore alternatives, brainstorming is an efficient and effective technique. Could you have come up with such a variety of alternative ideas by working individually? What are the advantages and disadvantages of brainstorming?
- Imposing an artificial deadline is a useful time-management technique. We used a deadline of 5 minutes. What would have happened if we did not have any deadlines? What if we had a 2-minute deadline?
- Your ideas were evaluated according to three different criteria: quantity, quality, and uniqueness. What if I had specified these criteria at the beginning of the activity? Could you have worked more efficiently? Why did no one ask for the goal, or the criterion, or the scoring system at the beginning? What assumptions did you make? What if the judges used a single criterion (such as clarity of language) that was not specified in the beginning? What if this criterion was specified at the beginning? What implications does the goal or criterion have for efficient time management?
- People claim time is money. We brainstormed ideas for enhancing the value of Rs.15 and 15 minutes. Compare your two original lists. Which ideas are similar between the list for spending money and spending time?
- To continue with our brainstorming topics, here's another: You have 5 extra minutes every day. How can you make sure that you get the maximum value for spending this time? How can you build up some thing valuable over a year?
- Conclude the debriefing session. End with this broad question: How can you apply your insights back in your workplace? Encourage the players to select one or two 5-minute value-enhancement strategies for immediate application.
- **<u>Variations</u>**
  Not enough time? Jump right into the 5-minute value-enhancement brainstorming. Replace the debriefing with a questionnaire for the players to complete at their own convenience.
- Can't assemble a panel of judges? You act as the judge. Or ask some of the participants (preferably the latecomers) to work as observers during the game and judges at the end of the game.

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Module 1

Time Management Process

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**In this module, the participants will -**

❖ Understand the Time Management Process.

❖ Learn to apply the process to everyday routine.

Introduction to Time Management

Time management starts with the commitment to change. Time management is easy as long as you commit to action. The key to successful time management is planning and then protecting the planned time, which often involves re-conditioning your environment, and particularly the re-conditioning the expectations of others. In terms of time management, you are at your most efficient the day before you start your annual leave. Your time management and efficiency on this day is probably awesome. If you really want to, you can be this well-organized every day...

Time Management Process

Time Management is a 5-Phase Process beginning with the process of Goal Setting to establish a context for managing time. The next phase of the system involves Prioritizing your tasks. The third phase of the process is Planning, and this could include making to-do lists, weekly plans, monthly plans and longer-range plans. The fourth phase of the system is Allocating Time in line with your priorities & self-monitoring your action. Self monitoring involves paying attention to how well you are working your plan, how accurately you have planned, how well you have forecasted for various events and so on. The final phase of the cycle is the use of Tools & Techniques learnt, in real life to work towards effective Time Management. Taken together, these phases permit you to initialize a process of gradual, performance-based improvement in time management skill. Everybody wants the "quick fix", but the complexity of changes involved in really getting a grip on your time management process will take some time to move through. Resist the urge to cast aside strategies that don't promise instant results; like it or not, change takes time.
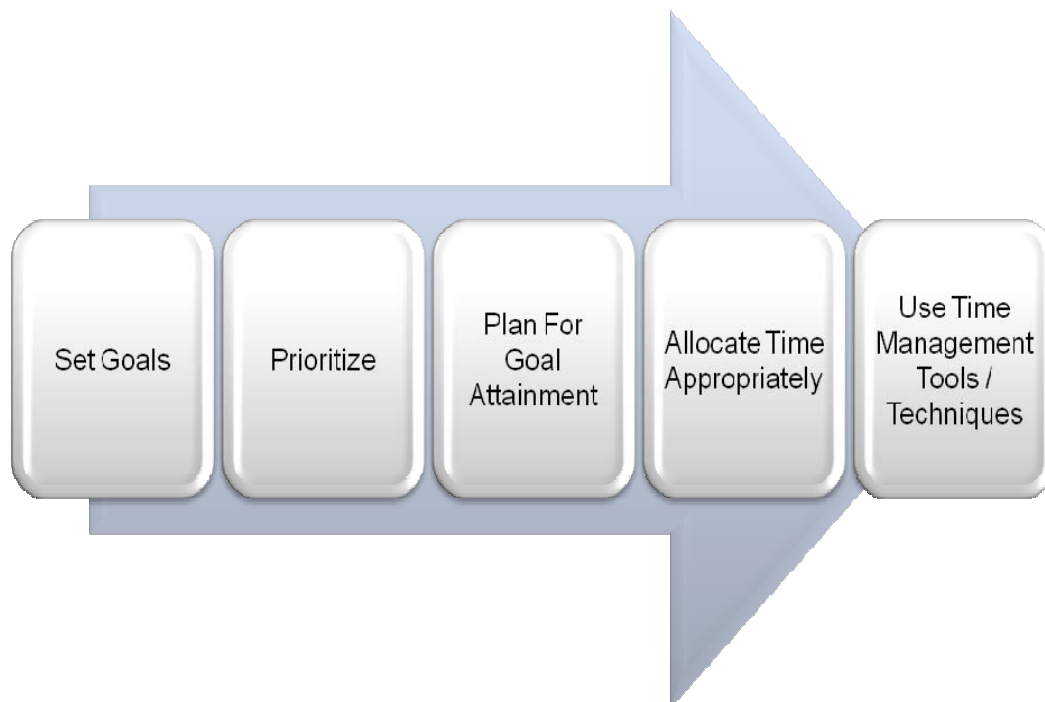
STEP 1: SET GOALS

Goals are the starting point of effective time management. They act as a compass, pointing the way to the things on which we should be concentrating our time. If we identify our goals, we will know what is most important to accomplish on a daily, weekly, and monthly basis. Goals guide time management by helping us assign priorities to the many things that beg to be done.

This module focuses on assisting you to set your goals in order to proceed to the next step.

Goal Setting is a formal process of defining outcomes worth achieving. When we set goals, we commit to outcomes that we can accomplish personally or through our teams. By setting goals and measuring their achievement, we can:

- Focus on what is important;

- Provide a unified direction for our teams;

- Devote less energy to non-critical tasks;

- Avoid time wasters;

- Motivate yourself;

- Boost overall job satisfaction

Goals need to be:

Specific   Your SMART goal statement should be a clear and specific statement of what you want.

Measurable   There is an old saying that says "what gets measured gets done."

Making your goal measurable helps you see your progress, recognize if you are moving in the right direction, and see how far you still need to go.

Some types of goals, like saving a certain amount of money each month, or reading 100 pages per week, are very easy to measure, while other goals aren't really measurable directly.

Achievable   This means that the goal should be achievable. It doesn't mean easy, just that you can have a reasonable expectation of achieving it. For short-term targets, your probability of achieving the goal should be 80% of higher. Longer term targets could be more of a stretch and have less probability of success.

Realistic   Realistic is another word for achievable. Again, this doesn't mean that the goal needs to be easy.

Realistic also means that the actions associated with your goal are things that you can do.

Time-Bound   For goals that have a natural ending (like outcome goals), establishing a clear deadline for them adds an element of urgency and motivation.

Activity: 2 Part I - Goal Setting

(10 minutes)

Have the participants write 1 Goal (Professional / Personal).

Assure them they need to be true and that it is totally up to them to share it in the class, but it is important to set one.

You may need / want to give an example or two so as to guide them.

What are my Goals?	Professional / Personal
	Long Term / Short Term
	Critical / Enabling / Nice to Have

GOAL:

_____

_____

How it will be measured?

_____

_____

What is my Deadline for its Achievement? _____

_____

Goal Setting

Goals differ in time frames and importance. Some goals are short-term, and others can be achieved only over months or years. In terms of importance, goals generally fall into one of three categories for individuals, operating units, and entire companies. These categories are critical, enabling, and "nice to have".

Critical Goals	Critical goals are essential to your success. They must be accomplished in order for your business or your unit to continue running successfully. For example, for a project manger, a critical goal might be to complete a two-year project on time and within budget. For a high-tech start-up company, achieving profitability within the time frame demanded by key investors might be a critical goal. These critical goals are end points.
Enabling Goals	Enabling goals create a more desirable business condition or take advantage of a business opportunity. They are important but fill a long-term, rather than immediate, need. In a sense, enabling goals facilitate the achievement of critical goals. They are not end points but bridges that carry us to them.
Nice – to – Have Goals	Nice-to-have goals make improvements that enhance your business. They usually involve making activities faster, easier, or more pleasant – for example, a new, easy-to-complete expense-reporting form, a more appealing cafeteria menu, or improved snow removal in the company parking lot. These are nice to have but will not super-charge your organization or its results.

Activity: 2 Part II - Classifying your Goals

(10 minutes)

After completing the lecture on Types of Goals, have the Participants go back to their goals & categorize them into:

- Professional / Personal

- Long Term / Short Term

- Critical / Enabling / Nice to Have

STEP 2: PRIORITIZE

Story - The Big Rocks of Time

Note: This may be done as an activity as well keeping in mind the time involved.

In First Things First, Stephen Covey tells a great story:

One day an expert in time management was speaking to a group of business students. As he stood in front of the group of high-powered overachievers he said, "Okay, time for a quiz." He then pulled out a one-gallon, wide-mouthed Mason jar and set it on the table. He produced about a dozen fist-sized rocks and carefully placed them one at a time into the jar. When the jar was filled to the top and no more rocks would fit inside, he asked, "Is this jar full?" Everyone in the class said, "Yes." Then he said, "Really?"

He reached under the table and pulled out a bucket of gravel. Then he dumped some gravel in and shook the jar causing it to work down into the space between the big rocks. Then he asked the group once more, "Is the jar full?" By this time the class was on to him. "Probably not," one of them answered. "Good!" he replied.

He reached under the table and brought out a bucket of sand and started dumping the sand in the jar until it filled the spaces left between the rocks and the gravel. Once more he asked the question, "Is this jar full?" No!" the class shouted. Once again he said, "Good."

Then he grabbed a pitcher of water and began to pour it in until the jar was filled to the brim. Then he looked at the class and asked, "What is the point of this illustration?"

One eager beaver raised his hand and said, "The point is, no matter how full your schedule is if you try really hard you can always fit some more things in it!" "No," the speaker replied, "that's not the point."

"The truth this illustration teaches us is that if you don't put the big rocks in first, you'll never get them in at all. What are the 'big rocks' in your life? Your children, your loved ones, your education, your dreams, a worthy cause, teaching others, doing things that you love, your health; your mate. Remember to put these BIG ROCKS in first or you'll never get them in at all. If you sweat about the little stuff then you'll fill your life with little things and you'll never have the real quality time you need to spend on the big, important stuff.

So, tonight, or in the morning, when you are reflecting on this short story, ask yourself this question: What are the 'big rocks' in my life? Then, put those in your jar first.

Prioritizing is about making choices of what to do and what not to do. To prioritize effectively you need to be able to recognize what is important, as well as to see the difference between urgent and important.

The important or high priority, tasks are the tasks that help us achieve our long-term goals or can have other meaningful and significant long-term consequences.

Prioritizing principles can be applied to both planned and unplanned activities.

Here, we would look at two methods of PRIORITIZING. They are:

1. ABC System

2. Matrix Technique

But, before we do so,

Activity: 3 Part I Your typical day!

(05-07 minutes)

Ask the participants to list down their day at work yesterday / the day before and the approximate time taken for each. Remind them to: Be Honest! They would not be required to share the details of the same.

Activity	**Time**
(approx)	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

The ABC System

Preached by virtually every time management expert (especially time guru Alan Lakein) and practiced by more organization sensitive people than any other method, the ABC system is the "grandfather" of prioritizing strategies. In a nutshell, it says that all tasks can—and should—be given an A, B, C value:

- **A tasks** are those that *must be done, and soon. When* accomplished, A tasks may yield extraordinary results. Left undone, they may generate serious, unpleasant, or disastrous consequences. Immediacy is what an A priority is all about.

- **B tasks** are those that *should be done soon. Not as pressing as* A tasks, they're still important. They can be postponed, but not for too long. Within a brief time, though, they can easily rise to A status.

- **C tasks** are those that can be *put off without creating dire* consequences. Some can linger in this category almost indefinitely. Others—especially those tied to a distant completion date—will eventually rise to A or B levels as the deadline approaches.

There's one additional category that you might like to use, if you feel that three are really not sufficient to cover all your bases:

- **D tasks** are those that, theoretically, *don't even need to be done. They're rarely anchored to deadlines. They would* be nice to accomplish but—realistically—could be totally ignored, with no obvious adverse or severe effects. Strangely, though, when you attend to them (often when you have nothing better to do), they can yield surprising benefits. A few examples: reading an old magazine that turns out to contain a valuable article, buying a new reading lamp for your desk that improves your work environment dramatically, browsing through a stationery store and discovering an organizational tool that will make your filing much easier, or rereading your cell phone instructions to find out some wonderful functions you never knew it had.

The beauty of the ABC system is that it helps strip away the emotions we have about each task. Maybe the last thing you want to do is your expense report, but giving it an A priority the night before might be just what you need to get past your distaste for the process.

For some, even the ABC system remains too constricting. Or it spawns too many A's or C's. In this case, you may wish to subdivide even further: A1, A2, A3.

Applying this system to your own situation would help to give you a clearer sense of how it works.

Activity: 3 Part II PRIORITIZE Your typical day!

(03-05 minutes)

Now, have the participants categorize their tasks (from the list above) into A, B, C or D Tasks.

Lead a discussion on the following points:

1. Is the time spent on each task justified?

2. What conclusion can we draw from how you spend a typical day and what is important?

3. What are the changes you need to make? (Have the participants write them down.)

Now, take the participants through the following instrument in order to determine more about their personal time management style!

How Time Managed are You?

(10-12 minutes)

"Here's a chance to know more about ourselves!

Answer each question on the next page carefully. Keep the following in mind as you work your way through the questions:

- Be honest. For this questionnaire to work, you need to answer the questions honestly about the way you are, *not the way you would like to be.*

- Don't think too much. Answer according to your first instinct.

- Don't change an answer once you've marked it. Again, *first instinct should be your guide*.

- Avoid trying to figure out what this self-survey is getting at. Don't try to figure out if a certain question implies that something is good or bad.

Sr. No	Self Assessment - How Time Managed Are You?	Nope! That's not me at all	Hmm… That's me sometimes	Yeah… That's me too often	Yep! That's me exactly
1	I generally take things as they come rather than creating a plan & sticking to it.				
2	Troubleshooting & handling important crisis accurately describe my typical day.				
3	I am known for putting other people in crisis mode because of my poor planning.				
4	I must admit, I spend too much time watching Television.				
5	If you want to find me, I will either be racing to be on time to an important appointment or already late.				
6	I consistently find myself wishing I had more time to devote to educating myself.				
7	So many of my days are cluttered with meaningless phone calls, meetings or interruptions.				
8	Idle hours spent lounging around or sleeping often robs me of precious time.				
9	I am so busy that the people I love the most do not get their fair share of my attention.				
10	Someday I need to start eating better & exercising more.				
11	I can't seem to ignore a good gossip session.				
12	Once I finally manage to spend sometime with friends or family, nothing very meaningful takes place any ways.				
13	The wrinkles from the standard grimace on my face spell "Burnout".				
14	I usually do things for others rather than teaching them how to do it for themselves.				
15	What is most important for me to be doing and what I actually end up doing is often not the same thing.				
16	I wake up on the weekends with nothing important to do and end up only getting half of it done.				

Instructions:

	Nope! That's not me at all.	Hmm… That's me sometimes.	Yeah… That's me too often.	Yep! That's me exactly.
1	3	2	1	0
2	0	1	2	3
3	0	1	2	3
4	0	1	2	3
5	3	2	1	0
6	0	1	2	3
7	0	1	2	3
8	0	1	2	3
9	3	2	1	0
10	0	1	2	3
11	0	1	2	3
12	0	1	2	3
13	3	2	1	0
14	0	1	2	3
15	0	1	2	3
16	0	1	2	3

1. Have the participants write their scores adjacent to their ticks, according to the table above (displayed on the PowerPoint Presentation).

2. Once done, have them add their scores corresponding to Questions 1, 5, 9, 13 and write that as their QI Score.

3. Similarly, have them add their scores corresponding to Questions 2, 6, 10, 14 and write that as their QII Score.

4. Now, have them add their scores corresponding to Questions 3, 7, 11, 15 and write that as their QIII Score.

5. Finally, have them add their scores corresponding to Questions 4, 8, 12, 16 and write that as their QIV Score.

Time Management Matrix Technique (Stephen Covey)

QI: IMPORTANT/URGENT	QII: IMPORTANT/URGENT
Crises Pressing Problems Deadline-driven projects, meetings	Preparation Prevention Values clarification Planning Relationship building Needed relaxation Empowerment
QIII: NOT IMPORTANT/URGENT	**QIV: NOT IMPORTANT/NOT URGENT**
Needless interruptions Unnecessary reports Unimportant meetings, phone calls, mails Other people's minor issues Irrelevant mail	Trivia busywork Some phone calls Time wasters "Escape" activities Irrelevant mails Excessive TV Excessive relaxation

A useful way of planning your tasks as a team is to use the "Time Management Matrix". This is also referred to as the "Urgent and Important Matrix". The judgment as to whether activities are urgent, important, both or neither, is crucial for good time management.

Most inexperienced people, and people who are not good at time management, or in managing their environment, tend to spend most of their time in *Quadrants I & III*. Poor time managers tend to prioritize tasks (and thereby their time), according to who shouted last and loudest (interestingly, loudness normally correlates to seniority, which discourages most people from questioning and probing the real importance and urgency of tasks received from bosses and senior managers). Any spare time is typically spent in *Quadrant IV*, which comprises only aimless and non-productive activities. Most people spend the least time of all in *Quadrant II*, which is the most critical area for success, development and proactive self-determination.

<u>Inventory Description</u>

- **If You Spend Most of Your Time in Quadrant I…**

    We all spend time in Quadrant I doing the urgent and important things that are an inevitable part of life. There are always crises that demand our immediate attention, pressing problems to deal with, deadlines to meet, meetings to attend, phone calls to answer, and so on.

    But if you spend most of your time in Quadrant I, you are being less that effective and are subjecting yourself to excessive stress (unless you have a job that is inherently Quadrant I-oriented, such as a paramedic or an air traffic controller). You may be addicted to urgency, an all-too-common malady in a hectic world. You may be actually creating Quadrant I demands by spending too little time in Quadrant II, where planning and prevention can keep important activities from becoming urgent.

    If you are entrenched in Quadrant I, you might be suffering the stress and burn out common to those who are constantly putting out fires. Problems tend to get bigger and bigger until they dominate your life. Most people in this situation are beaten up by urgent, non-urgent, unimportant activities of Quadrant IV. They tend to spend most of their time in Quadrant I and the remainder in Quadrant IV, paying little attention to Quadrant II.

    Here Are Some Steps to Take

    If you are dependent upon the "rush" of urgent matters, you must scrutinize your activities to determine which are unavoidable and which are self-inflicted. Remember, people with an addiction to the urgent set themselves up for a continuous string of crises. By becoming aware of how you do this to yourself, you can avoid these self-destructive habits.

    Even if you are not addicted to urgency, you can avoid many of the crises that you commonly face by spending more time in Quadrant II, doing the planning, preparation, and prevention that will keep important matters from becoming urgencies.

    Initially, the only way you will be able to find extra time for Quadrant II is by taking it from Quadrant III and IV. You can't ignore the urgent, important activities of Quadrant I, so you must take the time from the quadrants of unimportant activities. There are several tips and techniques to help you shift from Quadrants III and IV to Quadrant II.

- **If You Spend Most of Your Time in Quadrant II…**

  Congratulations! This is the "important but not urgent" quadrant of optimal effectiveness. It is where you want to be. Quadrant II is where you plan, prepare, prevent crises, clarify your values, build relationships, renew yourself, empower others, and lead your life in the direction of your choice.

  If your focus is on Quadrant II activities, your life will be one of vision, perspective, discipline, control, and achievement. It will be balanced and fulfilling with fewer crises and less stress.

  A Suggestion to Make a Good Thing Even Better

  Unless you have perfected your time management skills, there are still times when you find yourself slipping into quadrants III and IV. By converting those times into Quadrant II activities, you can do the preparation and planning necessary to eliminate many of the stressful urgencies of the Quadrant I activities in your life. Franklin Covey has provided several suggestions for moving from the other quadrants into Quadrant II.

- **If You Spend Most of Your Time in Quadrant III…**

  Quadrant III is where the majority of working people spend the bulk of their time unless they apply the time management and life leadership principles taught in What Matters Most workshop.

  Quadrant III includes activities that are urgent, but not important. Quadrant III activities are generally important to someone else, but not to you. The noise of their urgency creates the illusion of importance, so we often deceive ourselves into thinking that we are in Quadrant I when we are really in Quadrant III. Many phone calls, meetings, drop-in visitors, and reports fall into this category. The time we spend meeting other people's priorities and expectations also falls into this quadrant.

  If you are caught up primarily in Quadrant III activities, you feel victimized and out of control. You are frustrated and perhaps even angry because you feel trapped into doing things that "have to be done now," yet are not important to you. This frustration is compounded by the fact that these activities keep you from spending time in Quadrant II and doing the things that are truly important to you. Chances are that you preoccupation with Quadrant III activities has given your life a short-term focus, and you think of goals and long-term plans as worthless.

Here Is What to Do

First, you must learn to distinguish what is important from what is not. It is easy to let someone else's sense of urgency lead you to believe that the task they need done is important, yet it may not be important to you. It is also easy to assume that any activity is important just because it is urgent. But this is often a false assumption. Learn to tell the difference. One quick way to do this is to ask yourself if the urgent activity will contribute to an important objective. If it won't, it probably belongs in Quadrant III.

You must also learn to say "no" to people who bring you Quadrant III activities and to circumstances that attempt to impose these situations on you.

- **If You Spend Most of Your Time in Quadrant IV…**

  Very few adults have the time to focus primarily on Quadrant IV activities, which are neither urgent nor important. This is the "Quadrant of Waste," filled with trivia and irrelevant mail, mindless TV shows and addictive light novels, busywork and time-wasters, "escape" activities, and indolence.

  ### Some "Next Step" Ideas

  While it is not likely that Quadrant IV gamers the majority of your time, it is an unfortunate fact that we all spend some time there. After all, it is a common refuge from the rigors of Quadrants I and III. But remember, any time in Quadrant IV is too much time.

  Instead, convert this to Quadrant II time by undertaking non-urgent activities that are important to you in the sense that they relax, refresh, or improve you in some way: exercise, participate in a sport, read an interesting book that broadens you, etc. The possibilities are endless.

  Be careful, however. These types of Quadrant II activities an turn into wasteful Quadrant IV activities when indulged in to an excess. For example, watching an entertaining or informational TV program may be a Quadrant II activity because it renews and relaxes you. But watching hours of mindless television can quickly become a Quadrant IV activity.

How to Spend More Time in QII

Identify and Eliminate the Activities That Are Keeping You Out of Quadrant II

Identify what is causing you to spend too much time in Quadrant I, III and IV. Then work to eliminate or reduce those activities or demands. For example, if you are spending too much time answering unimportant voice-mail and e-mail messages, set rules regarding what can be mailed to you, by whom and where the other messages should be routed.

Ask Those Who Bring You Work to Help You Reprioritize Your Tasks

When people give you projects or tasks that will take you away from important Quadrant II activities, show them on a white board or project management board your list of projects and tasks with the associated deadlines. Then ask, "if I do what you are requested, it will require me to delay or cancel these other projects. Can you help me reprioritize these projects in terms of their importance and immediacy?" It is also helpful to tactfully ask, "Does this need to be done now?" or "What is the actual deadline for this?" If you do this consistently, it will help "rescript" people into more carefully and realistically evaluating the level of urgency for the tasks they bring to you.

Schedule Quadrant II Time, and Honor Your Commitment to That Time

Set aside time blocks of time in your schedule for Quadrant II activities. Let the people around you know that you are not available for anything but real emergencies during those times. This may require some training on your part to help your coworkers honor your Quadrant II time. Some individuals lock their doors and put up signs that ask anyone who does not have a bonafide emergency to please return at a specified time. If you do this, it is important to be available at the time you specify. If you work in a cubicle, you can cordon off your area and place a sign across your cubicle's entrance. After a week or two, a sign on the cubicle frame will likely be sufficient.

Use a Planner

A Planner is a powerful tool designed to help the user spend more time in Quadrant II. Use it as it is meant to be used. It provides on going reminders and processes that have been designed to help you maintain your course toward professional and personal effectiveness. A Planner utilized properly is a powerful effectiveness tool.

Visualize the coming week… and years.

When you do your weekly planning, visualize spending your upcoming week in Quadrant II. By applying the power of visualization to your planning, it will be easier to resist Quadrant III activities when you are confronted with them. Also, mentally transport yourself a year or more into the future and visualize what you want that future to be. This will help you focus on the Quadrant II activities that will take you there.

Handling the Four Quadrants

	URGENT	NOT URGENT
IMPORTANT	**1 - DO NOW** • emergencies, complaints and crisis issues • demands from superiors or customers • planned tasks or project work now due • meetings and appointments • reports and other submissions • staff issues or needs • problem resolution, fire-fighting, fixes Subject to confirming the importance and the urgency of these tasks, do these tasks now. Prioritize according to their relative urgency.	**2 - PLAN TO DO** • planning, preparation, scheduling • research, investigation, designing, testing • networking relationship building • thinking, creating, modeling, designing • systems and process development • anticipation and prevention • developing change, direction, strategy Critical to success: planning, strategic thinking, deciding direction and aims, etc. Plan time-slots and personal space for these tasks.
NOT IMPORTANT	**3 - REJECT AND EXPLAIN** • trivial requests from others • apparent emergencies • ad-hoc interruptions and distractions • misunderstandings appearing as complaints • pointless routines or activities • accumulated unresolved trivia • boss's whims or tantrums Scrutinize and probe demands. Help originators to re-assess. Wherever possible reject and avoid these tasks sensitively and immediately.	**4 - RESIST AND CEASE** • 'comfort' activities, computer games, net surfing, excessive cigarette breaks • chat, gossip, social communications • daydreaming, doodling, over-long breaks • reading nonsense or irrelevant material • unnecessary adjusting equipment etc. • embellishment and over-production Habitual 'comforters' not true tasks. Non-productive, de-motivational. Minimize or cease altogether. Plan to avoid them.

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STEP 3: PLAN FOR GOAL ATTAINMENT

Planning is the process by which you determine whether you should attempt the task, work out the most effective way of reaching your target, and prepare to overcome unexpected difficulties with adequate resources. It is the start of the process by which you turn empty dreams into achievements. It helps you to avoid the trap of working extremely hard but achieving little.

Weekly Objectives List

If your current approach to time management is governed by to-do lists, then you'll be interested in the weekly objectives list. Think of the weekly objectives list as a muscle-bound to-do list. In essence, the weekly objective list is a to-do list with additional features to further decompose tasks into smaller units and to record time estimates for the task.

List your objectives for the week. Your next step would then be to consider a variety of activities that help you achieve the stated objective. Once you have entered your activity it is important to assign it a time estimate, in this case we've assigned this activity a three hour block of time. This block of time reflects an important principle in time estimating; when estimating time you might want to add time to the amount of time you think it will take you to complete the task. Try applying a factor of 1.5hrs to 2.0hrs to the estimate and refine your estimates from there on the basis of your experience with similar tasks. This is important because we tend to estimate without considering possible difficulties or interruptions. Once you have entered the first activity, you would continue with the others you have in mind. The final two columns on the form allow you to track whether or not you have scheduled and completed the activities you have listed. Your next step is to carry the listed activities, along with their associated time estimates, to your weekly planner to be scheduled.

Template: Weekly Objectives List

Week commencing

Objective	Activities	Time Estimate	Status (at the end of the week)

Monthly & Weekly Planner

The Monthly Planner

The monthly planner can be used as a time-bound memory aid, tracking major deadlines, appointments, important deliveries, review meeting, anniversaries, birthdays, holidays, vacations and so on. But, we can get more out of the monthly planner if we use it to record interim deadlines and forecast upcoming busy periods as final deadlines approach. A properly completed monthly planner will indicate upcoming busy periods, show whether there is room in the plan for new tasks, and help us assess whether we are on target to achieve our goals. We can use these interim deadlines as milestones to indicate our progress.

The Weekly Planner

Stepping from the weekly objectives list to the weekly planner is easy. Using the time estimates for the activities on the weekly objectives list as guides, we need to find a block of time of appropriate duration in our schedule. Then write in the activities one at a time in priority order until we have either scheduled all of our activities or have run out of time spaces. A good idea here, if it seems you'll run out of time spaces, is to start scheduling the most important activities first. The key here is to associate the specific task to specific times, avoiding making a schedule where the tasks are too closely scheduled or where important activities are assigned to unrealistic work times.

We must construct a plan for each week. To help make planning a routine activity, we may pick a regular day each week to schedule. Even with unexpected occurrences that can impact our schedule we assist ourselves in making decisions that are governed by our desire to reach our goals. Without using a schedule we may be governed by our moment-to-moment moods which may lead us to make time decisions that take us away from your goals. Once our week is planned, we will experience clarity of focus, our tendency to be distracted will be reduced and we will be certain of our reasons for doing the things we had planned. Committing ourselves to a plan we've made represents a renewal of our motivation for the goals and tends to increase our time on task.

Template: Monthly & Weekly Planner

MONTH: _____						
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

Daily To-Do List

A 'To – do' list is one of the simplest and most commonly used scheduling tools. It captures all the tasks we need to complete on a given day in one eye-catching format. Many people use a to-do list in combination with a weekly or monthly schedule. Many day-planners and computer calendars have to-do lists built in. An effective to-do list includes the following:

- Meetings you are scheduled to attend – and when

- Decisions you must make

- Calls you must make or expect to receive

- Memos, letters, and e-mails you must write

- Unfinished A – or B – priority business from the previous day.

One of the virtues of a 'to – do' list is that it allows us to break down our tasks into specific activities. For example, while your day-planner schedule might direct you to "return phone calls" on Tuesday between 3 pm. and 4 pm. your daily to – do list would identify each person you need to call.

Create your to – do list either at the end of the day for the next day or at the very beginning of the day in question. Make a ritual of this activity. Doing so will, in itself, help you make a habit of time management.

Template: Daily To-Do List

	Date		
No	**Task**	**Notes**	**Status (Complete/pending)**

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<u>Energizer</u>

(08-10 minutes)

As trainers, we are all aware of the 'Post Lunch' Syndrome. Well, in order to keep the participants' attentiveness & interest levels high, let's do an activity.

Have the **3-Minute Test** Handouts ready. Hand them out to the participants and do not give any instructions. Inform the participants that all the required instructions are written on the handout and the need to perform what they have been asked to do, according to those.

Handout is as on the following page.

Debrief:

Ask the participants if they had fun. Find out what they learnt from the activity. The following should be the learning outcome(s).

- Seek clarity before beginning with a task to avoid undirected & wasted efforts.

- Be sure to have spent time on planning. This would ensure that you have a clear path set and again prevent undirected & wasted efforts.

3- Minute Test

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1. Read everything before doing anything.

2. Write your name in the upper right- hand corner of this paper.

3. Circle the word 'name' in sentence two.

4. Draw five small squares in the upper left-hand corner of this paper.

5. Call your name aloud.

6. Write your name again under the title of this paper.

7. After the first title write 'Yes', 'Yes'.

8. Draw a circle around sentence five.

9. Put an 'X' in the lower left-hand corner of this paper.

10. If you are enjoying this test say 'Yes', if not say 'No'.

11. Loudly call out your last name when you reach this point in the test.

12. On the right margin of this paper, multiply 66 by 7.

13. Draw a rectangle around the word 'paper' in sentence number four.

14. If you think you have followed directions carefully to this point, call 'I have'.

15. On the left margin of this paper add 69 and 98.

16. Count in your normal speaking voice from 10 to 1 backwards.

17. Stand up, turn around once and sit down.

18. Say out loud, 'I am nearly finished, I have followed directions'.

19. If you are the first to this point say, 'I am the leader in following directions'.

20. Now that you have finished reading carefully, as instructed in sentence 1, do only sentence number 2.

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Case Study: Another Day at the Office

(15-20 minutes)

Have the participant discuss them in groups & come up with solutions to the given questions. These solutions are them discussed amongst the class.

This would enable them to relate the learning of the session to their everyday work-life and implement the solutions.

It was 7:20 a.m. when Rajesh arrived at the office. He was early because he wanted to clear the backlog of work that had been piling up on his desk. He turned on the lights and started to go through yesterday's mail. As he read the first piece, he realized he couldn't deal with it until a colleague arrived. He set it aside and went to the next. This item had potential application to a project he was working on, so he walked down the hall and made a copy for his personal use.

As he continued reading his mail he came across a journal article of particular interest and become engrossed in it. He was startled to find as he looked up that others were arriving and it was nearly 9:00.

He quickly pushed the remaining mail to a corner of his desk and reached for a project file due tomorrow with at least two days' work yet to be completed. As he opened the file, Suresh and Smita stopped by and invited him to join them for coffee. Rajesh decided he could spare ten minutes. Suresh and Smita were both anxious to share the details of a play they attended last night. Before Rajesh realized it, thirty minutes had passed and he hurried back to his office.

As Rajesh entered his office, the phone rang. It was Mr. Rao, his manager. There was a meeting scheduled at 10:00. Could Rajesh sit in for him? There was something to be discussed that the department should know about. Rajesh looked at his watch. There wasn't enough time to get started on the project so he pushed the file aside and vowed to start it immediately after lunch.

The afternoon wasn't any better. A few visitors, a few phone calls, a couple of letters, and the day was over. Nothing had been accomplished on the project that was due tomorrow.

As he stuffed papers into his briefcase, he wondered how Suresh and Smita were able to attend plays during the evening.

Questions

- Did he make good use of his best time of day?
- Did he work on his high priority items?
- Did he have a problem saying "no"?
- Did he complete the tasks he started?
- Did he understand his problems?
- What would you recommend for Rajesh?

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STEP 4: ALLOCATE TIME APPROPRIATELY

Now that we have Set Goals, Prioritized them, Planned it is time to allocate time to execute & achieve.

This section deals with the way to go about "allocating time appropriately".

Following are the steps to allocate time appropriately for various tasks:

    i.   Visualize the <u>Your Goal</u>

    ii.   Estimate the time required.

    iii.   Break the whole into pieces.

    iv.   Develop a schedule.

    v.   Check your progress against your time estimate.

    vi.   Refine the schedule if needed.

    vii.   Anticipate/allow for possible problems.

Pacing: Athletes know the phenomenon of running with someone ahead of them to increase their times. This is called **Pacing**. The same effect can be achieved with working and completing tasks. Work expands or contracts to fit the time allotted. Make pacing work for you by doing the following:

- Estimate the time needed to complete a task.

- Subtract 15% from that estimate.

- Set a timer to help you reach the goal of completing the task in reduced time.

STEP 5: USE TIME MANAGEMENT TOOLS / TECHNIQUES

Activity: 4 Time Wasters

One way we can start to effectively manage our time, is to start identifying things that waste our time as well as things that save our time.

NAME	TIME WASTERS
TYPE	**Reinforcing Learning**

INTRODUCTION   Many of us go through life in a mindless fashion, wasting valuable time. This game encourages you to discover the factors that contribute to wasted time in the workplace. It also helps you to figure out which time wasters you share with the others and which ones are unique to you.

OBJECTIVE   To identify major time wasters in the workplace and arrange them in order of their impact.

EQUIPMENT   Paper and pencil,

Flipchart and felt-tipped markers

TIME   Total time 30-45 minutes, consisting of:

- 05 minutes for preparation
- 15-30 minutes activity
- 5-10 minutes debrief

GROUP SIZE   6 to 30 is possible

SET-UP:

- **Brief the players.** Explain that several factors encourage (and sometimes force) people to waste time in the workplace. Ask the players to name a common time waster. Comment on this example. Point out that identifying major time wasters in the workplace is the first step in removing them and reducing their impact.

- **Begin with individual brainstorming.** Ask the players to spend a couple of minutes to reflect on the major time wasters in the workplace and to independently write down a list.

DIRECTIONS:

- **Form teams.** Organize the players into three or more teams, each with 2 to 7 players.

- **Assign teamwork.** Ask the teams to spend the next 5 minutes recording a list of time wasters in the workplace. Encourage the team members **to** use the ideas they had generated earlier.

- **Ask the teams to narrow down their lists.** Instruct each team to select the **five** main time wasters.

- **Prepare a common list.** Ask the teams to take turns calling out one of the **main** time wasters on their list. Record this time waster on the flipchart. Encourage the teams to avoid repeating the items already on the list. Continue this procedure until the common list has 10 to 12 time wasters.

- **Ask the teams to select the worst time waster.** Explain that you are looking for an item that everyone will see as wasting the most time in the workplace. Ask the players to review the items in the common list and select, with the other members of their team, the worst time waster.

- **Explain the scoring system.** The teams will receive a score equal to the total number of teams that selected the same time waster. For example, if four teams selected, "Telephone calls" as the worst time waster, then each team would receive 4 points.

- **Conduct the first round.** Tell the teams to select the worst time waster from the common list on the flipchart. Circulate among the teams, gently speeding up the slower teams. Write down each team's choice on a piece of paper.

- **Award points and rank the worst time waster.** Announce each team's **selection**. Draw a line through the time waster in the flip chart list that was selected by most teams during this round. Place the number "1" in front of this item to identify it as the top-ranked time waster.

- **Continue the game.** Ask the teams to review the list and to identify the **next**-worst time waster. The teams may select (or re-select) any item from the flip chart list, as long as it does not have a line through it. After collecting the choices from each team, repeat the scoring and ranking procedure. Continue until the teams have identified the top 5 time wasters.

- **Conclude the game.** Continue with the game until the top 5 time wasters are identified. Announce the conclusion of the game and ask the teams to add up their scores. Identify and congratulate the winning team.

- **Award points for the original lists.** Ask the teams to retrieve their original lists and compare the time wasters on their list with the final top 5 **list**. The original list gets five points if it has the top-ranked time waster, 4 points if it has the second-ranked time waster, and so on. Ask the teams to add up the score for their original list. Identify the team with the highest score total and congratulate its members for having created the best original list.

FACILITATOR NOTES & PROCESSING IDEAS:

- **Break ties.** If there is a tie for the worst time waster, award scores as before -- but do not rank or draw a line through any of the items. Give the teams 1 minute to prepare a presentation to persuade the other teams to **select** the same item. Then give each team 30 seconds to make its presentation. After the presentations, ask the teams to select a time waster. Award scores and rank the item receiving the most choices. If there is still a tie, draw a line through all the tied items, and give them the same rank.

- **Debrief the players.** Ask the players to compare the items on their original **individual** lists with the final top 5 list. Encourage the players to discuss how their personal perceptions differ from those of the others.

- <u>**Variations**</u>
  Not enough time? Eliminate the initial step of individual brainstorming. Eliminate the final step of comparing the teams' original five items with the final top five time wasters. Create a shorter flip chart list. Instead of 10 time wasters, settle for seven. Specify a time limit for each round. Instead of asking the teams to select item at a time, ask them to select the top three.

- **Not enough players?** With fewer than six players, play an individual version of the game: Conduct the game as usual, but with individuals (instead of teams) generating and selecting the time wasters.

- **Too many players?** Divide the players into smaller groups. Then divide each **subgroup** into teams and play the game in a parallel fashion.

Nine Rules to Avoid wasting Time

i.   **Get started** – Don't waste time getting started on a project.   Get down working quickly and efficiently.

ii.   **Get into a routine** – While it may suppress your creativity, if used appropriately, a routine may release time and energy.   Plan a time every day to accomplish certain tasks (emails, paper work, etc) and stick to it.   Use a day planner to help keep your schedule.

iii.   **Do not say yes to too many things** – Saying yes to too many things over-extends energies, forces us to live to other's priorities rather than focus on our own.   With only so many hours in a day, each time you say yes will mean something else doesn't get done.

iv.   **Do not commit yourself to unimportant activities, no matter how far ahead they are** – No matter how far ahead a commitment is, it is still a commitment, and it will still take up the same amount of our time.

v.   **Divide large tasks** – By having small manageable goals and tasks, you can eventually complete the lager project.   Also, smaller projects will be more easily fit into an already tight schedule.

vi.   **Do not put unneeded effort into a project** – There is a place for perfectionism, but there also comes a point when there is not much to be gained from putting in the extra effort.   Learn to recognize each situation and put the attention to detail only in those situations that really need it.

vii.   **Deal with it for once and for all** – Deal with a task only once.   Schedule the appropriate amount of time for it and get it done.   Don't continually start and stop and stop a task.

viii.   **Set start and stop times** – By setting start and stop times you improve your scheduling.   As you continually get better at setting start and stop times, see if you can't shave off time from your deadlines, striving to work for more efficiency.

ix.   **Plan your activities** – Schedule a regular time to schedule your activities.   This will help you focus on your time management and devote the necessary time for it.

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Module 2

Prime Time Robbers

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In this module, the participants will -

❖ Explore the major Time Robbers – Procrastination & Interruptions.

❖ Learn about practices that may be undertaken in order to overcome Procrastination & Interruptions

Our ability to allocate time effectively is acted upon by a number of factors. Unanticipated crises must be dealt with immediately. Demanding customers call for more attention. The sudden illness of a coworker means that his teammates must adjust their workloads to pick up the slack.

Factors such as these may be beyond our control. Many time management problems, however, originate in individual behavior and habits, both of which can be corrected as described earlier. This module covers several self-imposed time robbers & explains how to defeat them.

<u>PROCRASTINATION</u>

Procrastination is –

"*<u>Putting off tasks until they are unavoidable!</u>*"

It can be very tempting to put off particular tasks in favor of something more enjoyable or a task that you are more comfortable dealing with. Procrastination can often occur when you do not understand the difference between urgent and important tasks or spend too long doing one and not the other.

Everyone does it. We all feel guilty when we do it; and resolve never to do it again. But we do!

Everyone procrastinates. **Procrastination** — *the burglar of time management* — is allowed to steal into our lives and whisk away one of the most valuable assets we possess.

What's behind Procrastination?

Procrastination can indeed be a thoroughly amusing concept. But, as with all things humorous, some deep and darker forces underlie the urge to put things off. At the root of procrastination, argue psychologists, almost always lurks some hidden fear or conflict. A person may be obliged to achieve certain results, but a multitude of opposing emotions serves to short-circuit action. Although the procrastinator may act as if the threat, fear, or conflict is gone, it is still there—both in the real world and in the person's subconscious—where it generates stress and, ultimately", corrodes success.

The Eight Factors

1. **The task seems unpleasant:**

    ▪ Do it the first thing in the day

    ▪ The night before, place the task where you cannot miss it.

    ▪ Find somebody else to do it.

    ▪ Make an advantage/disadvantage list.

    ▪ Use the "Measles" approach.

2. **The task seems overwhelming:**

    ▪ Divide and conquer.

    ▪ Find a solitary place to do it.

    ▪ Ride the momentum.

3. **The task's flow is unclear or unplanned:**

    Disorganized plans are common ground for procrastination. As a matter of fact, there is an entire branch of Time Management devoted to planning *Systems*. This is called **Total Quality Management or TQM.**

    TQM

    This is a capsule summary of **Deming's essential 14 points.** Although devised for manufacturing, they are easily adapted to all business situations.

    1. Create constancy of purpose by investing in the future.
    2. Quality must become a philosophy of total dedication.
    3. Don't inspect bad quality out; build quality in from the start.
    4. Don't award business on price alone.
    5. Improve constantly on production and service.
    6. Institute training.
    7. Institute leadership.
    8. Drive out fear.
    9. Break down staff barriers.
    10. Eschew slogans or targets.
    11. Eliminate numerical quotas.
    12. Encourage pride of workmanship.
    13. Encourage ongoing training.
    14. Transform the company from the top down, involving everyone.

4. **Your goals are unclear:**

   ▪ Set *SMART* goals.

5. **You fear change:**

   ▪ Change your physical environment.

   ▪ Change your routines and patterns.

   ▪ Do nothing.

6. **You fear failure:**

   The most confident people fear failing at something, so they put it off, sometimes forever. A good example is public speaking. People fear making a mistake in front of many people because they believe that their failure will be magnified. *The fear of a failed speech ranks higher than the fear of death in most surveys.*

7. **You tend to over commit:**

   Many people are so dedicated, ambitious, or enthusiastic that they take on far more than they should— at work, at home, or in their communities.

8. **You are addicted to cramming:**

   For some people, doing something at the last minute triggers a rush of adrenalin that fuels them on. This is a dangerous habit because:

   Last minute work increases the odds of making a mistake.

   You have no time to correct a mistake.

   A new, unexpected demand may come up that will steal time from your last-minute sprint and shortchange the quality of both tasks.

   Getting past the cramming is hard to do. You must convince yourself that cramming is dangerous. And you must try all of the strategies mentioned earlier—flow charting, the measles approach, dividing and conquering, whatever—to aid you in your efforts.

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<u>INTERRUPTIONS</u>

Everyday interruptions at work can be a key barrier to managing your time effectively and, ultimately, a barrier to your success.

Think back to your workday yesterday and consider for a minute the many interruptions that occurred. They may have been phone calls, emails, hallway conversations, colleagues stopping by your office, or anything else that unexpectedly demanded your attention and, in doing so, distracted you from the task at-hand.

Because your day only has so many hours in it, a handful of even the smallest interruptions can rob you of the time you need to achieve your goals and be successful in your work and life.

More than this, they can break your focus, meaning that you have to spend time re-engaging with the thought processes needed to successfully complete complex work.

The key to controlling interruptions is to know what they are and whether they are necessary, and to plan for them in your daily schedule when they truly need your attention. The tips that follow will help you do that and so prevent interruptions from frustrating you and jeopardizing your success.

Activity: 4 Managing Interruptions

(10-15 minutes)

Let the participants know & make them understand that everyday interruptions at work can be a key barrier to managing our time effectively and, ultimately, a barrier to success.

Have the participants think back about his / her workday (the day before) and consider for a minute the many interruptions that occurred.

Have the make a list of the same. Once done, ask them to discuss in groups how to handle each of these interruptions.

Debrief:

The key to controlling interruptions is to know what they are and whether they are necessary, and to plan for them in your daily schedule when they truly need your attention. The tips that follow will help you do that and so prevent interruptions from frustrating you and jeopardizing your success.

To MANAGE Interruptions:

- Turn phone calls into emails.

- For crucial deadlines, make yourself inaccessible.

- Schedule formal "check-in" meetings.

- Schedule social time.

- Be polite but direct.

- Offer an alternate time.

- Cut Things Short

  ✓ "I'm in the middle of something now…"

  ✓ Start with "I only have 5 minutes" –   you can always extend this…

  ✓ Stand up, stroll to the door, complement, thank, and shake hands.

  ✓ Clock-watching; on wall behind them.

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Module 3

Time Tips

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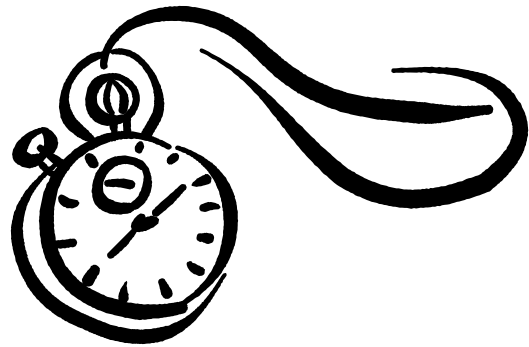
In this module, the participants will -

❖ Identify a 'Four-Step' approach for deflecting unwelcome tasks.

❖ Review 12 guidelines for Productive Meetings.

❖ Recognize how effective Delegation can help time management.

❖ Indentifying the importance of Solitude.

❖ Learn to use the same to manage our time better.

Learn To Say No

To say *"No"* is exceedingly difficult. It takes will power. Yet, in an age when most people are already too loaded down with obligations, to learn when and how to say a *"No"* becomes one of the most crucial skills you can acquire.

What to Say 'No' to?

There are two vital questions to ask yourself before saying yes to something you might feel reluctant about:

1. **What will this commitment mean?**

    Let's say you've been asked to serve on a committee. Before saying yes, you need answers to all the following questions:

    - When does it meet?

    - How often does it meet?

    - How long are the meetings?

    - What does it do?

    - What would my responsibilities be?

    - Are there any allied duties outside the meeting time?

    - How long would I be expected to serve on this committee?

    So, before you agree to do anything, try to anticipate any unvoiced or unexpected responsibilities tat may emerge later on.

2. **If you had to take on this commitment tomorrow, would it (considering what you've planned) be a good use of your time?**

    Considers this the litmus test of responsibility. When compared with your normal duties, does the project obligation seem worthy? If yes, then it merits your time. If not (and assuming tomorrow is not the most critical day of the year), then maybe you should say no.

How to Say 'No'

Psychologists have identified a four-step procedure that makes saying no safe, diplomatic, and effective:

- **Give a reason.**

  To simply decline to do something seems arbitrary, lazy, or irresponsible. If you give a good, solid reason for your decision, it will show that you're reasonable.

- **Be diplomatic.**

  Saying no can hurt, upset, or even anger the person to whom you're saying it. Tact is essential when turning down anything.

- **Suggest a trade-off.**

  If you explain that you're willing to find some other way to contribute, you'll underscore your goodwill. For example, if your boss suggests you do something and you're convinced that you're the wrong person to do it, explain your perceptions and suggest taking on another task that you know needs to be done.

- **Don't put off your decision.**

  "Let me think it over ..." is probably the most common way for people to postpone an inevitable "no." And it's utterly unfair. Be courageous. If you know that you cannot or will not do something, be decisive and say it, then and there. Delaying a decision is only justified in intricate situations.

Activity: 5 Learn to say 'No'

(10 minutes)

Make the participants work in pairs. Let each of them come up with a request for their partner. This partner would them have to say 'No' to the request in the above 4 steps. Have the pairs repeat with roles exchanged. Make a note of the interesting ones and repeat these to the class.

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<u>Meeting Management</u>

<u>*"A meeting,"*</u> said one pundit *"is an event at which the minutes are kept and the hours are lost."*

The average executive spends half of his or her week in meetings. Of this, about six hours' worth is rated as totally unnecessary. Yet, in many businesses, meetings have become a ritual, and committees a duty, so that it is nearly impossible to say no to them.

Your job: to ensure that the meetings you attend result in a productive use of everyone's time. If you run the meeting, your task requires commitment to time management principles. If you are a participant, your challenge is more acute: to subtly guide the group to productive activity.

Here is a list of **12 Guidelines** that will help you increase a meeting's productivity:

1. **Create a written agenda for each meeting.** Make sure it is distributed to all participants at least 24 hours in advance.

2. **Assign the meeting a clear start time.** Check for conference room availability. Equally important: The meeting's opening should not be delayed for late arrivals. Participants will soon learn that promptness is expected.

3. **Assign an official closing time to the meeting.** There is a beloved adage in time management: Work expands to fill time allotted. But that expansion does not necessarily translate to increased productivity.

4. **Set at least one goal for your meeting.** A meeting without clear-cut objectives is rudderless. A committee meeting should have a "*Para-goal*". Concentrate on how the meeting should achieve that goal's sub-objectives.

5. **Be reasonable about the number of topics to be covered.** Having established a start time, a finish time, and a set of goals, you should be able to designate a reasonable number of subjects for discussion.

6. **Invite only the necessary people.** People who plan meetings often feel they should invite everyone remotely interested in what is going on. This is a serious mistake. The time it takes to get things done in a meeting expands geometrically with the number of its participants. Be merciless when inviting people to attend.

7. **Never schedule a meeting because it is customary.** Many companies have the weekly "Monday morning" conference; many need it. But does yours? Or do most Monday morning sessions encourage people at your work place to think up things to say? If so, it might be time to reconsider that tradition; in effect, to say "*No*" to something that may have minimal value.

8. **Never require a group of people to work on something that one person could do just as easily alone.** Before you schedule any meeting, add up the hourly salaries of all participants, then multiply that number by the projected meeting duration. It will also open up alternatives, like canceling the meeting in favor of proposals that get circulated, for comments, to all relevant personnel.

9. **Create an environment for productivity.** Create a check list of items or things required for the meeting in plan. It is always better to make common list of things needed for the occasion and mark deadlines and responsible persons for arrangements.

10. **Establish an idea bin.** On a flipchart, transparency or blackboard, list all ideas that the meeting generates. Doing so can also guide the person who is taking the official notes.

    An interesting variation: Create a "tangent bin" flipchart sheet (tape it to the wall). All tangents should be listed on it and, time permitting; they can be taken up toward the meeting's end. This is a powerful way to diffuse digressions.

11. **At the meeting's close, orally summarize all agreements, assignments, and decisions.** An understood consensus is integral to a meeting's success. This is also the time for participants to pose clarifying questions, to fill out any details missing from the group's action plan, to reinforce accomplishments, and, if appropriate, to set the next meeting.

12. **Via a written meeting summary, list all steps to be taken to fulfill the meeting's consensus.** Prepare a structured and simple Minutes of Meeting with list of attendees, actions agreed upon, deadlines and responsible persons.

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Delegation

Delegation involves passing responsibility for completion of work to other people. Delegate as much as **possible** to others. If you have one, give 25% of your responsibility to your successor.

You don't need to be a manager to delegate. Just asking nicely is sometimes all that's required to turn one of your difficult tasks into an easy one for somebody else better able to do it.

Know your strengths and weaknesses. Know the strengths and weaknesses of your staff. Delegate tasks when you can. Remember that delegating does two things: it frees your time for things that only you can do and it builds your staff's abilities and self-esteem. Delegation requires some planning and monitoring to be successful.

- Define the project: its purpose, importance, deadlines, and the scope of the delagatee's responsibilities.

- Provide the necessary authority, resources and, support.

- Delegate for results. Let your staff handle projects in their own way. You are after results, not process.

- Review progress and follow-up.

Some tips…

- Don't delegate if you can eliminate.

- Delegate appropriately, gradually and strategically.

- Give support and credit.

- Time invested now has a future payoff.

- DO NOT micromanage!

Remember, <u>Challenge People</u>…

- People rise to the challenge.

- Communication Must Be Clear. - "Get it in writing".

- Give objectives, not procedures.

- Tell the relative importance of the task.

The Key Steps of Delegation

Deciding to delegate is a minor part of the battle. Doing it right is a much bigger challenge. Delegating poorly leads almost invariably to disappointment, frustration, inefficiency, and, often, failure. Then, the manager may blame the person to whom he or she delegated the task, causing bad feelings, and not improve the way he or she delegates, so the delegation problems continue, in a downward spiral.

Here are 12 steps for masterful delegation:

1. Identify the task to be delegated.

2. Trace out, on paper, the assigned project's flow.

3. Find the right person.

4. Explain the assignment.

5. Explain the benefits.

6. Specify your standards.

7. Discuss deadlines.

8. Establish a reporting method.

9. Encourage questions.

10. Conduct unscheduled status checks.

11. Evaluate results.

12. Praise/Suggest Improvements.

While you should delegate as many tasks as possible that are not cost effective for you to carry out, ensure that you do not delegate the control of your team. Remember that you bear ultimate responsibility for the success or failure of what you are trying to achieve.

Effective delegation involves achieving the correct balance between effective control of work and letting people get on with jobs in their own way.

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LEAVE ME ALONE!

Both home and workplace are usually environments of *near-constant interaction*. Kids need help with homework. A secretary requires dearer direction for a memo. The phone rings. The fax spews out something that demands action.

Yet certain responsibilities demand solitude. Interruptions are like so many logs on a railroad track. Each creates big bumps in the ride; one might derail the whole train.

To detour around this problem, consider the following:

- Identify a time each week when you are least likely to have vital interactions.
- Hang a Do Not Disturb sign on your door
- Come to work very early or stay late.
- Have lunch when no one else does.

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Action Plan –

How Time Managed Would I Be?

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In this module, the participants will -

❖ Devise an Action Plan for themselves.

Have the Participants complete their Personal Action Plan as per the following pages.

My Personal Action Plan

List the **TOP FIVE Learning** and propose a personal action plan for Time Management.

This planning sheet will help you to devise the roadmap for implementation of learning's from the activities performed through the day.

Sr. No	Key Learning's	How will I implement it at the workplace?	How will I measure its effectiveness?	When will I conduct first review?
1				
2				
3				
4				
5				

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Suggested Reading

1. **7 Habits of Highly Effective People** by Stephen Covey

2. **The Tao of Time: Time Management in the Real World** by Diana Hunt, PhD. and Pam Hait

3. **Time Shifting: Creating More Time to Enjoy Your Life** by Stephen Rechtschaffen

4. **Creating you and company: Be the CEO of your own career** by William Bridges

5. **Time Management for Unmanageable People** by Ann McGee-Cooper with Duane Trammel

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The reasonable man

adapts himself to the world

The unreasonable one

persists in trying to adapt the world to himself

Therefore, all progress depends on the

unreasonable man!!!

-George Bernard Shaw

(1856– 1950)