

Make Time to Engage

*“You can’t kill time without injuring eternity”
- David Thoreau*

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Key

Key points to be covered

Specific directions to facilitator

EXERCISE – activity for participants

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Before the session

Review the materials (slides, animations, notes, exercises, workbooks)

Create a ‘Safety Minute’

Understand the objectives – what is the training meant to address?

Practice the session at least once

Know your equipment – projector, laptop, remote mouse, webinar tool, and conference call system

Day of the session

Arrive early to set up room and/or web tool, test systems, etc.

Display presentation on screen before participants begin arriving

Starting the session

Start on time (or as close as possible)

Welcome participants to the workshop

Introduce self with name and title

Optional: conduct an icebreaker and/or introduction of participants

Address any housekeeping issues (such as participation expectations, questions, and phone etiquette if a webinar)

During the session

Manage your time and the participants during the session

Involve participants – ask for volunteers or call on people

If a webinar, use the system tools (annotation device, surveys, etc.)

Maintain a ‘Parking Lot’ for topics you aren’t able to cover

Ending the session

End on time

Offer to stay longer to answer questions

Follow up with additional information and feedback quickly

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Time Management

- Personal process
- Adapt to your style and situation
- Your decision to manage time is only a matter of breaking old habits



"Time is the most valuable coin in your life. You and you alone will determine how that coin will be spent." -Carl Sandburg

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Session duration:

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Time into session:

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Some important points to remember:

- Time management is a **personal process**; this will be emphasized throughout the workshop
- It must be **adapted to your style and situation** – what works for one person may not work for someone else. Someone who appears to be organized may be very disorganized and visa-versa
- Managing time may be a simple (or not so simple) matter of **breaking old habits and creating new habits**.

It is important to note that it takes about 3 weeks of daily practice to create a new habit.

EXERCISE

Arm Folding: To demonstrate how difficult habits are to break, ask participants to cross their arms naturally. Now ask them to cross their arms the opposite way (so that, if the right arm is under the left arm, the left arm should be under the right arm or visa-versa).

Discuss why this is uncomfortable and might be a difficult habit to break.

Note: You can also do this with interlocking your fingers together (in prayer fashion); some will have the left thumb on the outside, others the right thumb on the outside

End the slide with the quote emphasizing that we are in control and if we don't manage our time, someone else will.

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Six Steps to Better Time Management

1. Setting and achieving goals
2. Evaluate the use of your time
3. Use planning tools effectively
4. Delegation
5. Organize with purpose
6. Conquer the time traps



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Introduce the Seven Steps explaining each briefly:

Set and achieve goals – the foundation for managing your time is understanding where you are going and the results you want.

Evaluate the use of your time – know what you spend your time on so that you can make adjustments in the correct place.

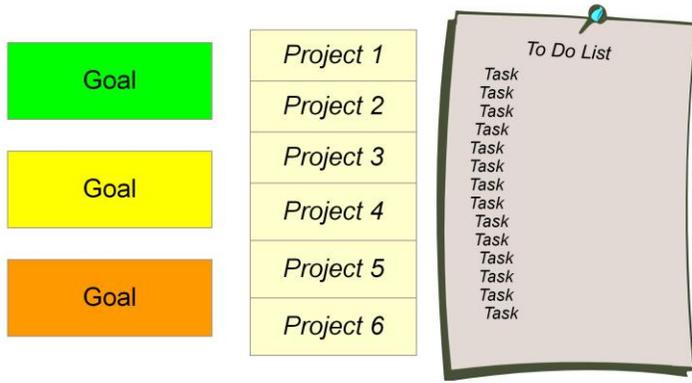
Use planning tools effectively – we will look at several planning tools and address some techniques for using them more effectively

Learn to delegate – delegation is a process; learn to both delegate and respond to delegation more successfully.

Organize with purpose – Using a process to organize will help free up time. We will address organizing your office, e-mail, etc.

Conquer the time traps – The major time-traps will be addressed with tips to help address each.

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Goals

Setting firm **goals** helps to set priorities; thought and discussion with your supervisor should go into setting your goals, especially those written on your EDP.

Projects

Your **projects** should support your goals; when you take on a new project, you should evaluate how it helps you to meet your goals.

Tasks

Your to-do list should include those **tasks** that will help you meet your goals through your projects. If there is something on your to-do list that is not helping you reach your goals, you should question whether it is the right task for you to be doing.

The next slide shows an example of how this works.

>>>

Goals that Work!

- Written and reviewed often
- Posted where you see them
- SMART
 - **S**pecific
 - **M**easurable
 - **A**ction-oriented
 - **R**ealistic
 - **T**ime bound

“If you don't know where you're going, how will you know when you get there?”

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Written down

• Brian Tracy (sales trainer) recommends rewriting each goal every day until it's accomplished. This may be overkill for you but the key point is that goals are written down

Posted where you can see them

- Write in your planner so you see it whenever you check tasks or calendar
- Write on 3 X 5 cards
- Recorded in your Outlook task list

SMART

Specific – written goals need to address a very specific topic and give you the best target possible.

This is a good time to focus on the quote: “If you don't know where you are going, how will you know when you get there?”

Measurable – you need to know when you've accomplished the goal. If possible, put numbers to the task, such as a measure of completion (90% complete by . . .).

>>> *to reveal quote*

Action-oriented – You need to describe specific steps to take to help you achieve the big picture.

Realistic – can you really achieve this goal in the time you've set? Be realistic in your goal setting.

What happens when you set unrealistic goals for yourself?

Time-limited – you must set a realistic timeframe for your goal. When should it be done?

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Goal Examples

- Complete groundwater testing at new 7-11 site and provide draft report by 6/15
- Earn Masters degree in geology by 5/2007
- Complete and conduct 100% of EDPs by 3/28
- Increase and maintain utilization by 5% by 6/30

Exercise – On page 3 of your workbook, write one or two SMART goals using one of your professional goals or a personal goal

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Go over these goal examples briefly

EXERCISE

Have participants find a partner.

Note: *If you asked them in a previous e-mail to think about and bring examples of their personal and professional goals (per facilitator's guide), have them use them now. If not, have them create their goals now.*

Ask each pair to write one SMART goal; this can be personal or professional.

Discuss and evaluate results from volunteers.

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Step 2 - Evaluate the Use of Your Time

- Understand the time modalities
- Track and evaluate where you spend your time



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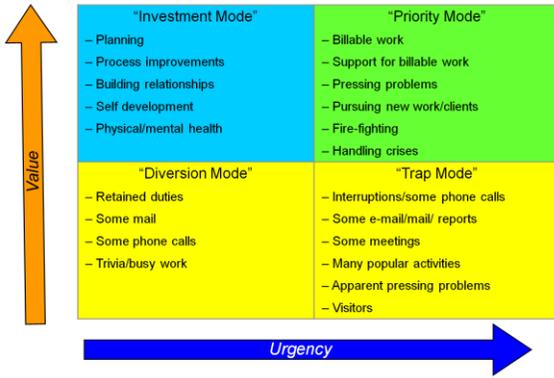
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In this section we will cover:

- Time modalities – the 4 modes we are in during the day
- Tracking your time

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Modes of time

Explain the different "modes" of operating that occur during our 24 hour day (or waking hours).

Note that the left-hand axis is the value that results from being in this mode; the bottom axis is the urgency of this mode.

- **Priority Mode** is where we do our everyday functions of projects, fire-fighting, crisis, and dealing with pressing problems.
- **Investment Mode** – planning, preparing, goal setting, etc.
- **Trap Mode** we are led to believe that many activities/needs that are presented to us as crises must be responded to immediately. We don't stop to think or ask questions. To manage our time well, we have to avoid getting trapped and think clearly before we react.
- **Diversion Mode** often make us feel busy and productive, but lead us astray from our focus. "Retained duties" refers to our tinkering in some activity we really enjoy doing, but is no longer relevant to our current job.

We move through the different modes throughout the day

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Exercise - Track Your Time

- Use the blank activity log in back of workbook
- Track your time beginning this morning

Exercise Extension – After the Workshop

- *Make 5 copies of a blank form (also in workbook)*
- *Track your time daily for at least a week*
- *Identify areas that could save you time*
- *Create a SMART goal to make the change*

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Time into session:

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EXERCISE – activity for participants

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EXERCISE

Use one blank form in the back of your book to track your own time for the day so far. Remember to put in what you did before you came to class, breaks, and this workshop. Continue throughout the workshop (not specifics, just when break and the time they're in the workshop).

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OPTIONAL EXERCISE

Encourage the participants to making five copies of the other blank form and track their time for five days. This is something they'll have to do on their own but if they're serious about finding better ways to manage their time, it will be worth it.

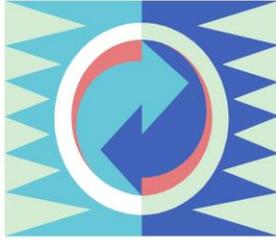
After they've tracked for five days, they should evaluate the use of their time just like they did with Bill Johnson. They should look for:

- Time spent working on tasks that don't apply to a project or goal
- Patterns in phone calls and e-mail
- Consistent time spent working on projects
- Down time

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Step 3 – Use Planning Tools Effectively

- Your energy cycle
- Planning tools



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Planning your time effectively can be divided into two parts:

Evaluate your ‘energized’ times – each of us is energized at different times of the day. Knowing when your ‘energized’ times are will help with your productivity.

Use a planning tool – we will address three levels of planning tools, each with distinct pros and cons.

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Your Energy Cycle

- Individual to everyone
- No right or wrong energy cycle
- Are you an owl or a rooster??



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EXERCISE – activity for participants

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The first planning tool is your own energy cycle.

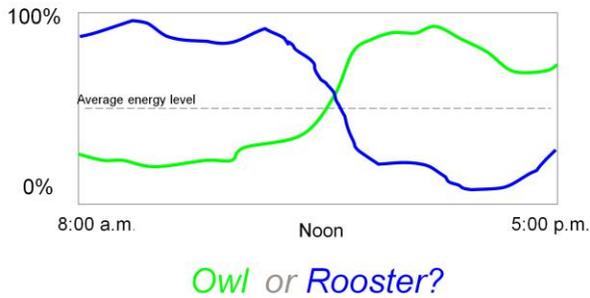
An energy cycle is:

- **Individual to everyone** – each person may have a higher energy in the morning than at night and visa-versa
- **No right or wrong** – it just ‘is’
- Majority of us are either more energized in the **morning** or in the **afternoon**

If you know when you are the most productive you can plan the high value tasks at the time when your energy is at its highest.

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Chart – Typical Energy Cycle



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Key points to be covered

Specific directions to facilitator

EXERCISE – activity for participants

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The energy cycles shown in the chart are typical although there are many variations. Most of us are either:

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Larks – best in the morning

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Owls – best in the afternoon and/or evenings

How many think you are a 'lark'?

How many think you are an 'owl'?

Share what you think your energy cycle is.

- Draw your energy cycle.
- List some tasks that can be done during your low cycle.
- What are tasks you want to do during your 'high' cycle?



Key

Key points to be covered

Specific directions to facilitator

EXERCISE – activity for participants

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EXERCISE

Have participants take out their 'My Time Manager' page and complete the blank cycle graph then share their answers

Next, ask them to brainstorm some:

- *Tasks that can be done in the low cycle*
- *Tasks that would best be done during the high cycle*

Write on a flip chart and discuss answers.

Have them record best practices on their 'My Time Management' form.

>>>

Typically used for :

- To-do lists
- Calendar or deadline references
- History



There are three levels of planning tools that can be used alone or in combination:

- Paper (notebooks, journals, etc.)
- Organizers or planners
- Electronic (computers, PDA, etc.)



Which do you use?

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EXERCISE – activity for participants

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Planning tools are typically used for:

- **To-do lists** – list of tasks that will prompt you to take action
- **Calendar or deadline references** – calendar or notes beside tasks that show a deadline.
- **History** – most people save their planning tool data to reference at a later date.

>>>

Planning tools can be grouped into three levels and can be used independently or combined.

- **Paper** – basically is simply ‘to do’ lists. These can be as simple as individual sheets of paper, notebooks, and journals.
- **Planners** – these are the most common of the non-electronic forms of organizer. They are pre-printed forms that allow the user to write their schedule and lists. Common vendors are Day Timer™, Franklin™, and Day Runner™.
- **Electronic** – This included your computer, PDA, and other electronic devices, and any software that might support this equipment

Ask what type of planning tools do you use? Take answers and discuss as appropriate. If people brought their planning tools, have them show-and-tell.

What are some of the pros and cons of using each type of planning tool? Briefly discuss answers emphasizing that choosing time management tools is a personal decision; you must be comfortable with what you use.

>>>

***Delegation:** the transfer of an activity from one person to another while retaining accountability for the outcome.*

Exercise – In groups, discuss:

- Why should we delegate
- Why don't we delegate
- Consequences of not delegating

Key

Key points to be covered

Specific directions to facilitator

EXERCISE – activity for participants

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Delegation is ‘the transfer of an activity from one person to another while retaining accountability for the outcome.’ It is a skill that we will all need at some point (even if we don't do it now).

And, we're all on the receiving end of delegation.

Ask how many delegate; if very low number, spend less time on delegation and more time on ‘Responding to Delegation’ All the information needs to be covered to understand the delegation process but you can decide which area needs more attention.

EXERCISE

With the participants in groups, ask them to discuss and report back on:

- *Advantages of delegation*
- *Disadvantages of delegation*
- *Why we don't delegate*
- *Why we should delegate*

Note: *These four topics can be done brainstormed as one group, in two, three or four groups.*

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Saying 'no'

- Make sure you understand the request
- Stick to your plan (how will this help you meet your goals?)
- Be polite but firm – assertiveness is a positive attribute
- Help by providing alternatives

When you can't say 'no':

- Show your schedule and current workload
- Explain how much time you have available
- Ask for help prioritizing – what should I give up?

Key

Key points to be covered

Specific directions to facilitator

EXERCISE – activity for participants

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Sometimes you can say 'no' to delegation. Here are some tips about saying 'no'.

Make sure you understand the request – you may be saying 'no' to something you could or should accomplish

Stick to your plan – check this task/project against your goals

Be assertive – assertiveness is an attribute and will lead to less arguments

Provide alternatives – do you know a better way to do it or someone more qualified?

However, the reality is that 'no' isn't always an option. When you can't say 'no':

Show your schedule and current workload – let the person delegating the task know that you have a lot on your plate – if it's written down in lists, it's much easier to be convincing. This is not an adversarial position but communication of information.

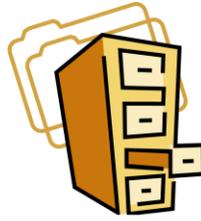
Explain how much time you have available – explain that you have a minimum amount of time without letting other projects and tasks go undone.

Ask for help prioritizing – “Looking at my schedule and list of projects I'm doing, would you help me to decide which I should drop in order to give yours the attention it deserves?”

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Step 5 - Organize with Purpose

- Knowing where to look saves time
- E-mails, papers, mail, articles, etc.
- Must be willing to:
 - Put stuff away
 - Throw stuff away



*A place for everything and
everything in its place*

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Time into session:

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Step 6 is organizing with purpose

Organizing your workplace can be one of the most effective time management tools. In this section you will learn to take anything that comes into your work area and quickly organize it so it's easy to find but out of the way.

This includes:

- E-mail
- Mail
- Papers (memos, reports)
- Articles

In order to make this work for you, you must be willing to:

- Put stuff away
- Throw stuff away

>>>

In other words, 'A place for everything and everything in its place'

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If You're a 'Filer'

- Use alpha system (A – Z)
- Standardize – make a rule and stick with it
 - File by topic, company, or person
- Keep file folders handy – if you have to search, you won't file
- Keep a to-be-filed stack and schedule time to file
 - When are your 'low energy' times?
- Drawers less than ¾ full
- Purge files yearly
 - Great review of where things are
 - Clean out what you don't use

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Step 6 – Conquer the Time Traps

- a. E-mail
- b. Mail
- c. Meetings
- d. Telephone
- e. Visitors
- f. Waiting for others
- g. Procrastination



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Lastly, here are some ways that you can conquer the dreaded time traps:

- a. E-mail – controllable with discipline
- b. Mail – one of the most controllable processes
- c. Meetings – yours and theirs
- d. Telephone – how to create more time by cutting phone time
- e. Visitors – social and work balance
- f. Waiting – never wait unprepared
- g. Procrastination – what causes it and how to address it

The next pages in your workbook have tips and points to help address the time traps.

E-Mail

- Set time aside
- Turn off notification
- Turn off e-mail
- Organize e-mail in folders – In-box empty
- Create mailing lists
- Use e-mail when appropriate
- Use the phone to respond if it's faster
- Use quick reference guide



My Time Manager

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Give group addressing e-mail control of the floor

- **Set time aside**
- **Turn off notification** – turn off whatever sound that indicates you have mail while you're working in something else
- **Organize folders** – use the organization process and set folders aside to handle e-mail. Try to keep your inbox empty.
- **Create mailing lists** – if you are having to search for the same group of names, create an e-mail list
- **Use e-mail when appropriate**

When are some *inappropriate* times to use e-mail? Look for:

- Conveying personal news
- Giving bad news
- Disciplinary action
- Angry or upset (often called 'flaming' e-mails)
- Anything you don't want recorded

• **Use quick references** – The Outlook reference card that was handed out during Organize with Purpose should be used to improve time management.

Thank group that presented

Have participants complete their 'My Time Manager' section.

- Your cell phone works for you, not the other way around
- Put your cell phone on vibrate mode
- Use caller ID
- Turn it off
- Ask family and friends to text message



My Time Manager

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After the group presents, point them to the additional information in the workbook about cell phones. Cover briefly and discuss.

Your cell phone works for you, not you for it – Don't be a slave to your cell phone. Use the features that it has to use your time most effectively.

Put your cell phone on vibrate mode – don't waste the time of others by being interrupted by an obnoxious ring.

Use caller ID – you can call the person back in you 'call times'; unless it's an emergency, the call can wait.

Turn your cell phone off – let your answering system pick up the message. When most phones are off, the caller can't tell if you are on the phone or the phone is off.

Ask family/friends to use text messaging – if you receive frequent calls from family and friends during business hours, ask them to use text messaging. That way you can respond at the appropriate time.

Thank the group that presented.

Have participants complete their 'My Time Manager' section.

Additional Tips

In your workbook (page 29), there are some additional time saving tips in the areas of:

- Commuting and/or in the car
- Travel
- With your kids
- At home



My Time Manager

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Point participants to the additional information in the workbook. Explain that there are tips to help with:

- Commuting
- Travel
- Kids
- Home

If time permits, you can have the participants go through the ideas and pick those they think will help them the most.

Making it Stick!



- Post your 'My Time Manager' list and review daily
- Track your time for at least a week
- Develop 'To do' lists that meet your needs
- Change at least one work habit to reflect your energy cycle
- Read your goals every day; address obstacles
- Use 'Organizing with Purpose' process for clearing your desk and e-mail. Continue using as new 'stuff' arrives.
- Implement at least 3 actions from your 'My Time Management' form in the next 21 days.

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Using the slide and the 'My Time Manager' form, go over the 'Making it Stick' actions and answer any questions.

- Post 'My Time Manager' list and review – remember what it takes to change a habit
- Track your time for at least a week; identify areas for improvement and set goals
- Develop lists that meet your needs – remember, time management is personal
- Change at least one work habit to meet energy cycle
- Read goals every day – address obstacles
- Organize your office and e-mail
- Implement at least 3 actions over the next 21 days

Session duration:

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Time into session:

Questions?

Key

Key points to be covered

Specific directions to facilitator

EXERCISE – activity for participants

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Key

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EXERCISE – activity for participants

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Thank You