ATD Workshop Series

TIME MANAGEMENT training

Includes All the Activities, Handouts, Tools, and Assessments You Need to Create and Deliver Powerful, Effective Training

LISA J. DOWNS

TIME MANAGEMENT
training

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The ATD Workshop Series

Whether you are a professional trainer who needs to pull together a new training program next week, or someone who does a bit of training as a part of your job, you'll find the ATD Workshop Series is a timesaver.

Topics deliver key learning on today's most pressing business needs, including training for change management, coaching, communication skills, customer service, emotional intelligence, facilitation, leadership, new employee orientation, new supervisors, presentation skills, project management, and time management. The series is designed for busy training and HR professionals, consultants, and managers who need to deliver training quickly to optimize performance now.

Each ATD Workshop book provides all the content and trainer's tools you need to create and deliver compelling training guaranteed to

- **enhance** learner engagement
- **deepen** learner understanding
- **increase** learning application.

Each book in the series offers innovative and engaging programs designed by leading experts and grounded in design and delivery best practices and theory. It is like having an expert trainer helping you with each step in the workshop process. The straightforward, practical instructions help you prepare and deliver the workshops quickly and effectively. Flexible timing options allow you to choose from half-day, one-day, and two-day workshop formats, or to create your own, using the tips and strategies presented for customizing the workshops to fit your unique business environment. Each ATD Workshop book also comes with guidance on leveraging learning technologies to maximize workshop design and delivery efficiency and access to all the training materials you will need, including activities, handouts, tools, assessments, and presentation slides.

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Foreword

In 2002, we launched the ASTD Trainer's WorkShop Series—a collection of books authored by practitioners that focused on the design and delivery of training on popular soft-skills topics. The creation of this series was a departure for us. These workshops-in-a-book were created to help internal trainers expedite their program delivery by using appropriate and exceptionally designed content that could be adapted and repurposed.

These topics, dealing with issues ranging from customer service to leadership to manager skills, continue to be important training programs offered in companies and organizations of all sizes and across the globe. The ASTD Trainer's WorkShop Series has helped more than 60,000 trainers and occasional trainers deliver top-notch programs that meet business needs and help drive performance.

And while many things about the delivery of soft-skills training have not changed in the last decade, there have been advances in technology and its use in training. So, when we began talking about how to refresh this popular series, we knew we needed to incorporate technology and new topics. We also wanted to make sure that the new series was cohesively designed and had input from author-practitioners who are, after all, the heart and soul of this series.

In this series, we are pleased to feature the work of outstanding trainers and innovators in the field of talent development. Inside *Time Management Training* by Lisa J. Downs, and each of the titles in the series, you'll find innovative content and fresh program agendas to simplify your delivery of key training topics. You'll also find consistency among titles, with each presented in a contemporary manner, designed by peers, and reflecting the preferences of training professionals who conduct workshops.

We hope that you find tremendous value in the ATD Workshop Series.

Tony Bingham
President & CEO
Association for Talent Development (ATD)
October 2016

Preface

It's hard for me to believe that it's already been nine years since I wrote the manuscript for the original *Time Management Training* book for what was then ASTD. A lot has happened in those nine years, including several job changes for me. I'm sure much has happened since then in your life too. Time just goes by in a blur, it seems.

At any rate, I am happy to have the opportunity to share this new iteration of *Time Management Training* with you. When I mentioned to Cat Russo, former director of ASTD Press, how old and dated the first version looked to me now and how I thought what I had written back then left a lot to be desired (I think I actually phrased it a bit more harshly and called it a bad word), she said to me, "It was good for its time, Lisa." So gracious.

What I'm most excited about in the new version of this book—and all the new ATD Workshop Series books—is the ability to incorporate so much more technology and the latest approaches to the topic. The time matrix model, David Allen's work, and maybe a few other things from the world of lean manufacturing used to be about it. Now, so many more approaches provide learners with great choices that can be customized even more to fit their lives when it comes to productivity and planning tools, strategies for prioritizing, goal setting, and so on. Just the quantity of time management apps alone is amazing these days.

For those of you who have a copy of the original version of the book, thank you so much for purchasing it and hopefully using it to help you in your work. You'll notice some familiar themes and mostly new and updated content this time around. The basics remain the same, though, when it comes to good time management principles and habits. Activities are new or refreshed with variations for those of you who work with a global or far afield population of learners. I hope you find these updates valuable.

Part of the benefit of this series of books is that all the heavy lifting has been done for you, giving you everything you need to conduct various learning experiences on the topic at hand. It's one of the things I appreciate most about our profession—that we never have to start from scratch or reinvent the proverbial wheel because so many resources are at our disposal. If you are new to training, you'll find a wealth of information, tips, and tools to set yourself up for success and, with any luck, cause you to fall in love with facilitating and helping people learn, if you haven't already.

Use this book as you need to, have fun with it, and enjoy the process of creating great learning experiences for those you support. Time is on your side.

Lisa J. Downs, CPLP, ACC
Redmond, Washington
October 2016

Introduction

How to Use This Book

What's in This Chapter

- Why time management training is important
- Determining which workshop agenda will meet your needs
- What you need to know about training
- Estimates of time required
- A broad view of what the book includes

Why Is Developing Time Management Skills Important?

Increasingly, adults seem to have the attention spans of gnats, constantly rushing from one thing to the next, while checking smartphones every two seconds to see what's on social media or in email or to respond to whoever texted. In short, many of us are urgency addicts, looking for the next "hit" of a "like," "mention," or "retweet." No wonder so many people in today's workplaces complain of burnout, never having enough time in the day to accomplish what they would like to or being overloaded with no time to think. The other frequent mantra is "I've got to get organized!"

Edward Brown (2015) reports that interruptions alone cost the U.S. economy a staggering $588 billion per year, according to Basex research, and that employees lose about 3-5 hours daily to interruptions. This leads to lower morale, more errors, quality problems, and re-work. And interruptions are only one cause of distractions and lost productivity. Poorly run or unproductive meetings, Internet distractions, fatigue, email bombardment, and trivial tasks contribute to the costs too.

The people we work with and support need help to make better use of their time, increase their productivity and performance, decrease distractions, and work at their best in support of their organizations and their own physical and mental health. The workshops in this book will help you build the time management and productivity skills of any employee in any industry at any level.

The agendas and support materials are designed to address various aspects of time management, including

- Selecting an approach to use for greater productivity
- Managing procrastination and other distractions
- Delegating effectively
- Setting clear goals
- Negotiating priorities and communicating expectations
- Managing stress and crises
- Running effective meetings.

Which Program Is Best?

The duration of each program is a consideration, but not the only factor in deciding the best format for your training. Instead, consider the following points.

Half-Day Workshop

This session focuses on defining *time management*; taking a self-assessment; exploring approaches to time management, productivity, and organizational tools; making decisions about how to use time; and drafting an action plan. It briefly touches on how participants can set expectations for implementing new time management tools and techniques.

The half-day workshop may be the best choice when participants

- Need a brief introduction to the topic or a refresher
- Would benefit from focusing on tools and tips
- Focus primarily on their individual productivity.

One-Day Workshop

This session includes the content from the half-day workshop and integrates delegation, procrastination, goal setting, and service level agreements. It also expands on the topic of selecting an approach to time management.

The one-day workshop may be the best choice when

- Commitment to improved time management skills is organization-wide
- Participants are empowered to change how they manage their time and tasks
- Program sponsors and champions will look for, recognize, and reward application of the concepts and use of the tools post-training
- The organization will support a sustained approach to better time management and productivity.

Two-Day Workshop

This session is designed to take a deeper look at and provide greater exposure to additional concepts and common time management challenges. In addition to the content from the previous agendas, the two-day design addresses stress and meeting management, negotiating priorities, fielding incoming information, handling crises, and continuous improvement. Participants also have a homework assignment between the two days.

The two-day workshop may be the best choice when

- The organization places a high priority on time management skills
- Leadership is open to making significant changes in the culture regarding burnout, employee engagement, and the approach to work-life integration
- Time will be allocated post-training to support participants as they try new tools and techniques and form new time management habits
- The organization looks to decrease costs due to lost productivity.

What Do I Need to Know About Training?

The ATD Workshop Series is designed to be adaptable for many levels of both training facilitation and topic expertise. Circle the answers in this quick assessment that most closely align with your state of expertise.

QUICK ASSESSMENT: HOW EXPERT DO I NEED TO BE?			
Question	**Authority**	**Developing Expertise**	**Novice**
What is your level of expertise as a facilitator?	• More than 5 years of experience • Consistently receive awesome evaluations • Lead highly interactive sessions with strong participant engagement	• From 1 to 5 years of experience • Catch myself talking too much • May feel drained after training • Participants sometimes sit back and listen instead of engage	• Less than 1 year of experience • No idea what to do to be successful • Eager to develop a facilitative style
How proficient are you with the topic?	• Well versed • Have taken courses • Read books/ authored articles • Created training materials • Am sought out by peers on this topic • It is my passion	• On my way • Have taken courses • Read books • Created workshop materials • Would benefit from the book's support tools	• I can spell it! • Had a course in school • Received feedback from respected colleagues indicating I have a natural inclination for this topic (but feel a bit like an imposter)

Two-fold novice: Your best bet is to stick closely to the materials as they are designed. Spend extra time with the content to learn as much as possible about it. Read the examples and sample stories, and plan examples of your own to share. Also, closely read Chapter 8 on training delivery, and consider practicing with a colleague before delivering the program. Take comfort in the tested materials you are holding and confidence in your ability to apply them!

Developing your expertise in one or both areas: Logical choices for you may include using the outline and materials, and then including material you have developed that is relevant to the topic *and* your participants' workplace needs. Or, take the core content of the materials and revise the learning techniques into interactive approaches you have used with success in the past. Play to your strengths and develop your growth areas using the resources in this volume that complement your existing skills.

Authority twice over: Feel free to adapt the agendas and materials as you see fit and use any materials that you have already developed, or simply incorporate training activities, handouts, and so forth from this volume into your own agenda. Enjoy the benefits of ready-to-use processes and support tools and have fun tailoring them to your preferences and organizational needs.

How Much Time Will Preparation Take?

Putting together and facilitating a training workshop, even when the agendas, activities, tools, and assessments are created for you, can be time consuming. For planning purposes, estimate about four days of preparation time for a two-day course.

What Are the Important Features of the Book?

Section I includes the various workshop designs (from a half day to two days) with agendas and thumbnails from presentation slides as well as a chapter on customizing the workshop for your circumstances. The chapters included are

- Chapter 1. Half-Day Workshop (3 to 4 hours program time) + Agenda + PPT (thumbnails)
- Chapter 2. One-Day Workshop (7.5 hours program time) + Agenda + PPT (thumbnails)
- Chapter 3. Two-Day Workshop (15 hours program time) + Agenda + PPT (thumbnails)
- Chapter 4. Customizing the Time Management Workshops.

The workshop chapters include advice, instructions, workshop at-a-glance tables, as well as full program agendas.

Section II is standard from book to book in the ATD Workshop Series as a way to provide a consistent foundation of training principles. This section's chapters follow the ADDIE model—the classic instructional design model named after its steps (analysis, design, development, implementation, and evaluation). The chapters are based on best practices and crafted with input from experienced training practitioners. They are meant to help you get up to speed as quickly as possible. Each chapter includes several additional recurring features to help you understand the concepts and ideas presented. The Bare Minimum gives you the bare bones of what you need to know about the topic. Key Points summarize the most important points of each chapter. What to Do Next guides you to your next action steps. And, finally, the Additional Resources section at the end of each chapter gives you options for further reading to broaden your understanding of training design and delivery. Section II chapters include

- Chapter 5. Identifying Needs for Time Management Training
- Chapter 6. Understanding the Foundations of Training Design
- Chapter 7. Leveraging Technology to Maximize and Support Design and Delivery
- Chapter 8. Delivering Your Time Management Training Workshop: Be a Great Facilitator
- Chapter 9. Evaluating Workshop Results.

Section III covers information about post-workshop learning:

- Chapter 10. The Follow-Up Coach

Section IV includes thumbnail versions of all the supporting documents for reference and online guidance for accessing the documents online:

- Chapter 11. Learning Activities
- Chapter 12. Assessments
- Chapter 13. Handouts
- Chapter 14. Online Supporting Documents and Downloads.

The book includes everything you need to prepare for and deliver your workshop:

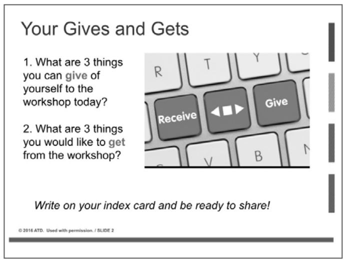
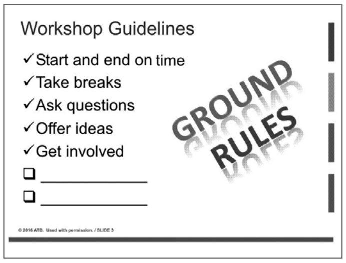
- **Agendas,** the heart of the series, are laid out in three columns for ease of delivery. The first column shows the timing, the second gives the presentation slide number and image for quick reference, and the third gives instructions and facilitation notes. These are designed to be straightforward, simple agendas that you can take into the training room and use to stay on track. They include cues on the learning activities, notes about tools or handouts to include, and other important delivery tips.
- **Learning activities,** which are more detailed than the agendas, cover the objectives of the activity, the time and materials required, the steps involved, variations on the activity in some cases, and wrap-up or debriefing questions or comments.
- **Assessments, handouts, and tools** are the training materials you will provide to learners to support the training program. These can include scorecards for games, instructions, reference materials, samples, self-assessments, and so forth.
- **Presentation media** (PowerPoint slides) are deliberately designed to be simple so that you can customize them for your company and context. They are provided for your convenience. Chapter 7 discusses different forms of technology that you can incorporate into your program, including different types of presentation media.

All the program materials are available for download, customization, and duplication. See Chapter 14 for instructions on how to access the materials.

How Are the Agendas Laid Out?

The following agenda is a sample from the two-day workshop.

Day One: (8:30 a.m. to 4:30 p.m.)

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
8:30 a.m. (5 min)	Slide 1 ATD Workshop Time Management Two-Day Workshop © 2016 ATD. Used with permission. / SLIDE 1	**Welcome and Introduction** Allow at least one hour, if possible, to set up the room, test technology, and arrange participant materials. Greet and welcome participants as they arrive to build rapport and establish a relationship with them.
8:35 a.m. (15 min)	Slide 2  Your Gives and Gets 1. What are 3 things you can give of yourself to the workshop today? 2. What are 3 things you would like to get from the workshop? *Write on your index card and be ready to share!* © 2016 ATD. Used with permission. / SLIDE 2	**Learning Activity 1: Icebreaker—Gives and Gets** This icebreaker activity is intended to get everyone on their feet and interacting with each other right away. It will be noisy, so you will want to have a bell, chime, horn, or other tool to get the group's attention between rounds. By the end of the activity, you will know what each person would like to get from the workshop and what they will give as learners. Follow the instructions in the learning activity.
8:50 a.m. (5 min)	Slide 3  Workshop Guidelines ✓Start and end on time ✓Take breaks ✓Ask questions ✓Offer ideas ✓Get involved ☐ ___________ ☐ ___________ GROUND RULES © 2016 ATD. Used with permission. / SLIDE 3	**Workshop Guidelines and Objectives** Lead a discussion of the ground rules for the session. Ask participants to share any they would like to include. Capture these on a piece of flipchart paper and post them for the remainder of the session. This is also a good time to touch on any other logistics for the session. (Slide 1 of 3)

How Do I Use This Book?

If you've ever read a "Choose Your Own Adventure" book, you will recognize that this book follows a similar principle. Think back to the self-assessment at the beginning of this introduction:

- If you chose *authority*, you can get right to work preparing one of the workshops in Section I. Use Section II as a reference. Many of the chapters in Section II feature a sidebar or other information written by the author who has much experience in the topic under consideration. This advice can help guide your preparation, delivery, and evaluation of training.
- If you chose *developing expertise*, read Section II in depth and skim the topic content.
- If you chose *novice at training and the topic,* then spend some serious time familiarizing yourself with both Sections I and II of this volume as well as the topic content.

Once you have a general sense of the material, assemble your workshop. Select the appropriate agenda and then modify the times and training activities as needed and desired. Assemble the materials and familiarize yourself with the topic, the activities, and the presentation media.

Key Points

- Effective time management skills are important to increase productivity, employee engagement, and job satisfaction and to decrease costs, both to organizations and to individuals.
- The time management goals of your organization and participants should factor heavily into your workshop and customization choices.
- The workshops in this book are designed to be effective at all levels of trainer expertise.
- Good training requires an investment of time.
- This book contains everything you need to create a workshop, including agendas, learning activities, presentation media, assessments, handouts, and tools.

What to Do Next

- Review the agendas presented in Section I and select the best fit for your requirements, time constraints, and budget.
- Based on your level of expertise, skim or read in depth the chapters in Section II.
- Consider what kind of follow-up learning activities you will want to include with the workshop by reviewing Section III.

Additional Resources

Biech, E. (2008). *10 Steps to Successful Training.* Alexandria, VA: ASTD Press.

Biech, E., ed. (2014). *ASTD Handbook: The Definitive Reference for Training & Development,* 2nd edition. Alexandria, VA: ASTD Press.

Brown, E.G. (2015). "The Hidden Costs of Interruptions at Work." *Fastcompany.com.* Mansueto Ventures, LLC. April 14. Accessed June 16, 2016.

Emerson, T., and M. Stewart. (2011). *The Learning and Development Book.* Alexandria, VA: ASTD Press.

McCain, D.V., and D.D. Tobey. (2004). *Facilitation Basics.* Alexandria, VA: ASTD Press.

Piskurich, G. (2003). *Trainer Basics.* Alexandria, VA: ASTD Press.

Stolovitch, H.D., and E.J. Keeps. (2011). *Telling Ain't Training,* 2nd edition. Alexandria, VA: ASTD Press.

SECTION I

The Workshops

Chapter 1

Half-Day Time Management Training Workshop

What's in This Chapter

- Objectives of the half-day Time Management Training Workshop
- Summary chart for the flow of content and activities
- Half-day program agenda

By its nature, a half-day workshop design allows the flexibility either to go deep on a specific aspect of time management or to provide a broader overview of the topic. With various needs in play for learners and their organizations, this half-day design takes the overview approach, providing a comprehensive introduction to time management that paves the way for more in-depth exploration in future sessions.

As with many skills, time management is often expressed as "common sense, but not necessarily common practice." It is not a difficult topic; the trick is to find tools and processes that integrate well with our lives and workflows, allowing us to form new habits that enable us to be intentional about how we use our time.

This workshop offers an opportunity for participants to acquire tips and tools that can help them achieve their time management goals in an engaging, active, and, yes—productive—way.

It includes various activities for individual, partner, and small group work to create a lively learning environment.

Here are some additional points to consider while you prepare:

- **Customization**. Activities include variations (Chapter 11) to help you adapt them for your specific situation, including virtual facilitation. You are also welcome to swap activities in and out based on needs. The agenda outlined for you below doesn't mean you are locked into it and cannot make changes, so feel free to use what works best for your organization and audience.
- **Time savers**. Depending on how much time you have for the workshop, the self-assessment (see Assessment 1 in Chapter 12) referenced in the agenda can be used as either pre- or post-work as needed. That allows participants to engage in some reflection to assist them with working toward a time management goal.
- **Further application**. Chapter 10 provides detailed recommendations for follow-up application of the training. Consider using the half-day workshop as a springboard for additional learning opportunities, such as shorter or longer sessions that address skills and topics that cannot be addressed in half a day due to time constraints. The momentum you establish with a successful half-day session can lead to even more ways to provide value to participants and your organization.

Half-Day Workshop Objectives

By the end of the half-day workshop, participants will be able to

- Define the term *time management* and its related skills
- Apply tips and an approach to time management that works best for them
- Explore productivity and organizational tools to assist with time management
- Identify a goal for improvement of time management skills with accompanying actions.

Half-Day Workshop Overview

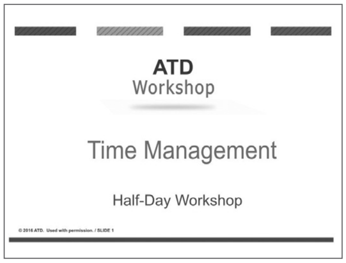
TOPICS	TIMING
Welcome and Introduction	5 minutes
Learning Activity 1: Icebreaker—Gives and Gets	15 minutes
Workshop Guidelines and Objectives	5 minutes
Time Management Defined	15 minutes
Learning Activity 2: Time Management Self-Assessment	20 minutes

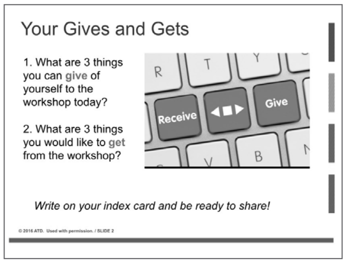
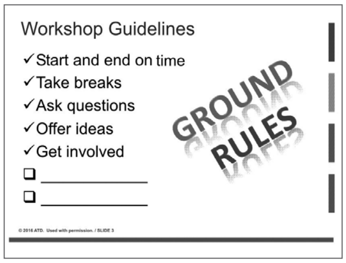
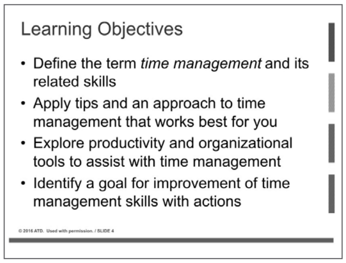
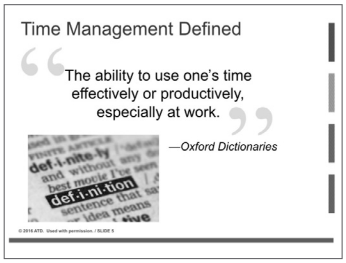
TOPICS	TIMING
Approaches to Time Management	15 minutes
Learning Activity 3: A Day in Your Life	30 minutes
BREAK	**15 minutes**
Values-Based Decision Making	10 minutes
Learning Activity 4: Value of Time	15 minutes
Learning Activity 5: Time Tools	40 minutes
Barriers to Productivity	10 minutes
Learning Activity 6: Got the Time?	20 minutes
Setting Expectations	10 minutes
Learning Activity 18: Action Planning	10 minutes
Closing	5 minutes
TOTAL	**240 minutes (4 hours)**

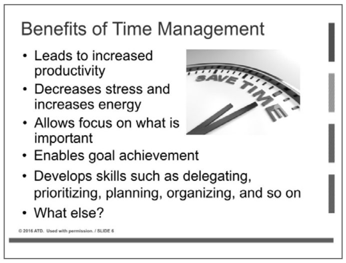
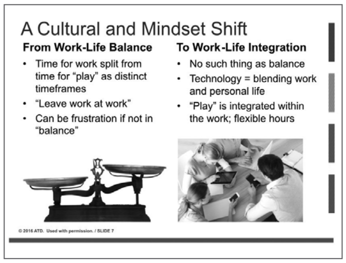
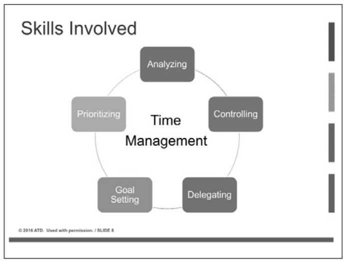
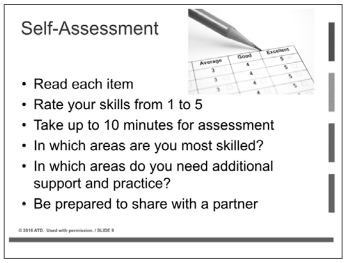
Half-Day Workshop Agenda

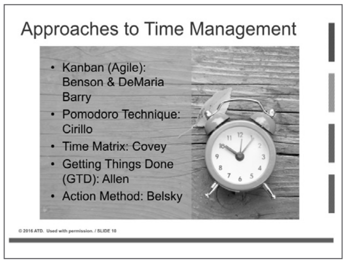
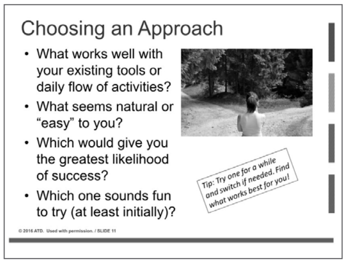
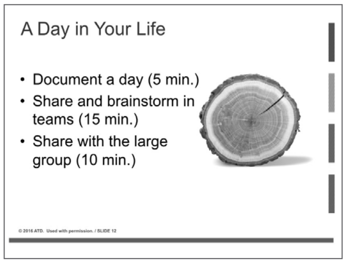
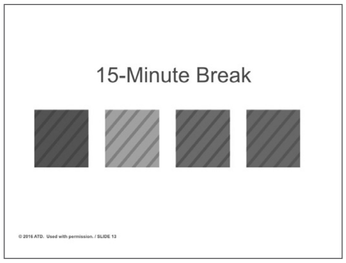
The workshop starts with an icebreaker that asks participants to share their expectations for the course while interacting with fellow attendees. It then focuses on what time management is, the skills participants already do well and what they'd like to improve, and exploration of tools and tips for greater productivity. Because time can pass quickly, regardless of session length, use this table as a handy reference while facilitating the workshop to help you stay on track. You will also want to ensure that you have easy access to the handouts (Chapter 13) and details for the learning activities (Chapter 11) for quick reference during the session.

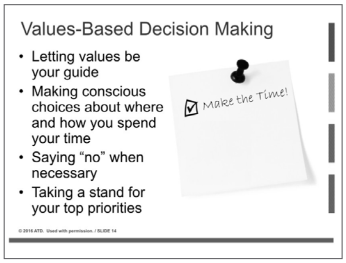
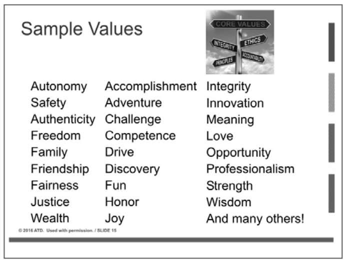
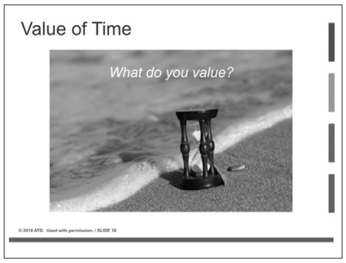
Half Day: (8:00 a.m. to 12:00 p.m.)

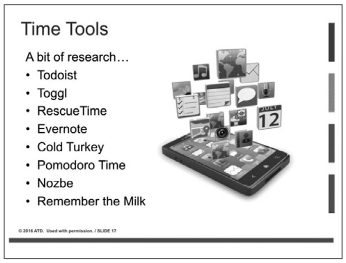
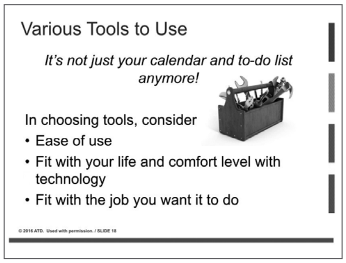
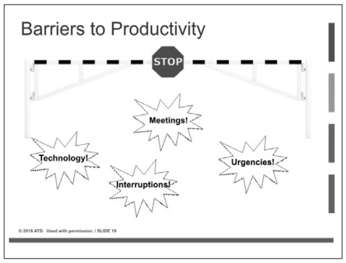
TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
8:00 a.m. (5 min)	Slide 1  ATD Workshop Time Management Half-Day Workshop © 2016 ATD. Used with permission. / SLIDE 1	**Welcome and Introduction** Allow at least one hour, if possible, to set up the room, test technology, and arrange participant materials. Greet and welcome participants as they arrive to build rapport and establish a relationship with them.

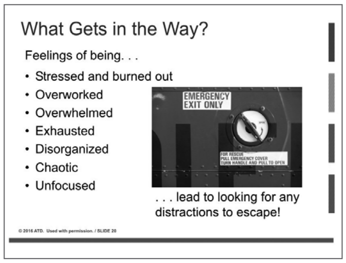
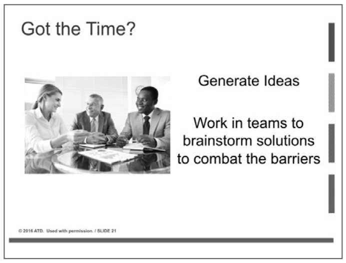
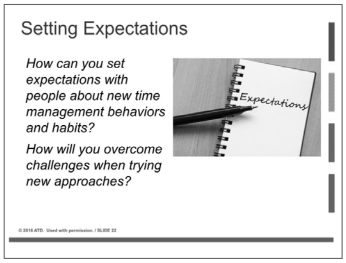
TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
8:05 a.m. (15 min)	Slide 2  Your Gives and Gets 1. What are 3 things you can give of yourself to the workshop today? 2. What are 3 things you would like to get from the workshop? *Write on your index card and be ready to share!* © 2016 ATD. Used with permission. / SLIDE 2 Receive Give	**Learning Activity 1: Icebreaker—Gives and Gets** This icebreaker activity is intended to get everyone on their feet and interacting with each other right away. It will be noisy, so you will want to have a bell, chime, horn, or other tool to get the group's attention between rounds. By the end of the activity, you will know what each person is looking to get from the workshop and what they will give as learners. Follow the instructions in the learning activity.
8:20 a.m. (5 min)	Slide 3  Workshop Guidelines ✓Start and end on time ✓Take breaks ✓Ask questions ✓Offer ideas ✓Get involved ☐ ___________ ☐ ___________ © 2016 ATD. Used with permission. / SLIDE 3 GROUND RULES	**Workshop Guidelines and Objectives** Lead a discussion of the ground rules for the session. Ask participants to share any they would like to include. Capture these on a piece of flipchart paper and post it for the remainder of the session. This is also a good time to touch on any other logistics for the session. (Slide 1 of 2)
	Slide 4  Learning Objectives • Define the term *time management* and its related skills • Apply tips and an approach to time management that works best for you • Explore productivity and organizational tools to assist with time management • Identify a goal for improvement of time management skills with actions © 2016 ATD. Used with permission. / SLIDE 4	If you would like, write the objectives for the workshop on flipchart paper and post them in the room. Review the objectives for the session. (Slide 2 of 2)
8:25 a.m. (15 min)	Slide 5  Time Management Defined "The ability to use one's time effectively or productively, especially at work." *—Oxford Dictionaries* © 2016 ATD. Used with permission. / SLIDE 5 def·i·nite·ly def·i·ni·tion	**Learning Content/Discussion** **Time Management Defined** • **Handout 1: Time Management Definition and Skills** Referencing the handout and slide, lead a discussion of how time management is defined and why it is important. Ask participants what words jump out at them from the definition. (Slide 1 of 4)

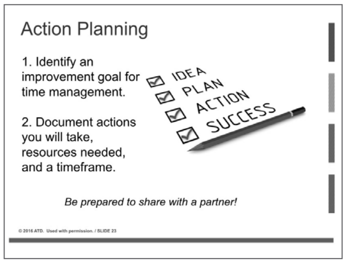
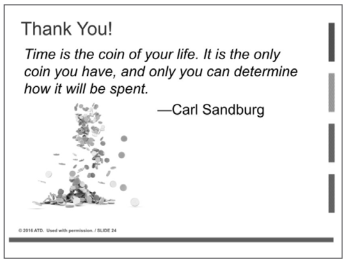
TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
	Slide 6  Benefits of Time Management • Leads to increased productivity • Decreases stress and increases energy • Allows focus on what is important • Enables goal achievement • Develops skills such as delegating, prioritizing, planning, organizing, and so on • What else? © 2016 ATD. Used with permission. / SLIDE 6	Use the handout and slide to review the benefits of time management and ask for any additional benefits they can think of. (Slide 2 of 4)
	Slide 7  A Cultural and Mindset Shift **From Work-Life Balance** • Time for work split from time for "play" as distinct timeframes • "Leave work at work" • Can be frustration if not in "balance" **To Work-Life Integration** • No such thing as balance • Technology = blending work and personal life • "Play" is integrated within the work; flexible hours © 2016 ATD. Used with permission. / SLIDE 7	Use this slide to discuss how we as a culture are moving from thinking in terms of work-life balance to work-life integration. Ask participants: • What implications does this have? • What are your experiences? • Do you agree? Why or why not? (Slide 3 of 4)
	Slide 8  Skills Involved Time Management Analyzing Controlling Delegating Goal Setting Prioritizing © 2016 ATD. Used with permission. / SLIDE 8	Referencing the handout, discuss the skills involved in effective time management (analyzing, controlling, delegating, goal setting, and prioritizing). (Slide 4 of 4)
8:40 a.m. (20 min)	Slide 9  Self-Assessment • Read each item • Rate your skills from 1 to 5 • Take up to 10 minutes for assessment • In which areas are you most skilled? • In which areas do you need additional support and practice? • Be prepared to share with a partner © 2016 ATD. Used with permission. / SLIDE 9	**Learning Activity 2: Time Management Self-Assessment** • **Assessment 1: Time Management Self-Assessment** Provide copies of the assessment to the participants. This self-assessment will allow them to gauge the effectiveness of their current time management skills with the intent of identifying a time management goal to focus on for development. Follow the instructions in the learning activity. Take the assessment yourself so that you are familiar with it and able to speak to your own areas of strength and improvement.

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
9:00 a.m. (15 min)	Slide 10  Approaches to Time Management • Kanban (Agile): Benson & DeMaria Barry • Pomodoro Technique: Cirillo • Time Matrix: Covey • Getting Things Done (GTD): Allen • Action Method: Belsky © 2016 ATD. Used with permission. / SLIDE 10	**Learning Content/Lecture** **Approaches to Time Management** • **Handout 2: Time Management Approaches** Use the information on the handout and slide to discuss and share some common approaches to time management, including the Personal Kanban/Agile approach, the Pomodoro Technique, the Time Matrix Model, Getting Things Done, and the Action Method. Emphasize that the key is to try different approaches to find the one that works best for you. There is no "right answer." (Slide 1 of 2)
	Slide 11  Choosing an Approach • What works well with your existing tools or daily flow of activities? • What seems natural or "easy" to you? • Which would give you the greatest likelihood of success? • Which one sounds fun to try (at least initially)? Tip: Try one for a while and switch if needed. Find what works best for you! © 2016 ATD. Used with permission. / SLIDE 11	Review the tips on the slide and at the bottom of the handout to choose an approach. (Slide 2 of 2)
9:15 a.m. (30 min)	Slide 12  A Day in Your Life • Document a day (5 min.) • Share and brainstorm in teams (15 min.) • Share with the large group (10 min.) © 2016 ATD. Used with permission. / SLIDE 12	**Learning Activity 3: A Day in Your Life** • **Handout 3: Life Log** In this activity participants will write details of what happened during their day yesterday (or a recent day of their choosing) in their life logs (Handout 3). The activity includes individual work and then sharing with a small group to get ideas for better use of time and greater productivity. Follow the instructions in the learning activity.
9:45 a.m. (15 min)	Slide 13  15-Minute Break © 2016 ATD. Used with permission. / SLIDE 13	**BREAK** While on break, take time to greet any late-arriving participants.

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
10:00 a.m. (10 min)	Slide 14  Values-Based Decision Making • Letting values be your guide • Making conscious choices about where and how you spend your time • Saying “no” when necessary • Taking a stand for your top priorities © 2016 ATD. Used with permission. / SLIDE 14	**Learning Content/Discussion** **Values-Based Decision Making** Use this slide to lead a discussion of values-based decision making. Explain that when we make decisions about how we use our time based on our values we have an easier time of prioritizing, saying “no” when needed, and delegating. Share an example or two of when you made a time-related decision according to a value you hold. Ask the group how they think managing their time based on their values could make a difference to them and their productivity. (Slide 1 of 2)
	Slide 15  CORE VALUES INTEGRITY ETHICS PRINCIPLES ACCOUNTABILITY Sample Values Autonomy Safety Authenticity Freedom Family Friendship Fairness Justice Wealth Accomplishment Adventure Challenge Competence Drive Discovery Fun Honor Joy Integrity Innovation Meaning Love Opportunity Professionalism Strength Wisdom And many others! © 2016 ATD. Used with permission. / SLIDE 15	Share the list of sample values on the slide, noting that many more are not referenced here. Explain that they will now be doing an exercise to help identify their core values. (Slide 2 of 2)
10:10 a.m. (15 min)	Slide 16  Value of Time *What do you value?* © 2016 ATD. Used with permission. / SLIDE 16	**Learning Activity 4: Value of Time** • **Handout 4: Value of Time** Provide participants with a copy of the handout so they can list their core values. This activity involves individual work first, followed by sharing with a partner. You will also need a piece of flipchart paper so participants can anonymously post their values. Follow the instructions in the learning activity.

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
10:25 a.m. (40 min)	Slide 17  Time Tools A bit of research… • Todoist • Toggl • RescueTime • Evernote • Cold Turkey • Pomodoro Time • Nozbe • Remember the Milk © 2016 ATD. Used with permission. / SLIDE 17	**Learning Activity 5: Time Tools** • **Handout 5: Productivity Apps** Provide participants with a copy of the handout, which lists names, URLs, and descriptions of popular time management and productivity apps, such as Todoist, Toggl, RescueTime, Evernote, Cold Turkey, Nozbe, and so on. This activity asks participants to work in teams to investigate an assigned app online (or go by the description if online access isn't available) to identify benefits, challenges, and a scenario to share in a teach-back format for how this app could be used. Follow the instructions in the learning activity. (Slide 1 of 2)
	Slide 18  Various Tools to Use *It's not just your calendar and to-do list anymore!* In choosing tools, consider • Ease of use • Fit with your life and comfort level with technology • Fit with the job you want it to do © 2016 ATD. Used with permission. / SLIDE 18	Briefly touch on the tips on slide 18 for how to choose tools to use. (Slide 2 of 2)
11:05 a.m. (10 min)	Slide 19  Barriers to Productivity STOP Meetings! Technology! Urgencies! Interruptions! © 2016 ATD. Used with permission. / SLIDE 19	**Learning Content/Discussion** **Barriers to Productivity** • **Handout 6: Barriers to Productivity** Use the handout to lead a discussion of common barriers that get in the way of productivity, including interruptions, technology distractions (email, social media, texts, calls, Internet surfing), unnecessary meetings, urgent issues, and so forth. Provide an example or two of when you have been subject to these barriers. Spend some time here to share your stories and seek to learn from the participants how they currently handle these barriers. (Slide 1 of 2)

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
	Slide 20  What Gets in the Way? Feelings of being. . . • Stressed and burned out • Overworked • Overwhelmed • Exhausted • Disorganized • Chaotic • Unfocused . . . lead to looking for any distractions to escape! EMERGENCY EXIT ONLY FOR RESCUE PULL EMERGENCY COVER TURN HANDLE AND PULL TO OPEN © 2016 ATD. Used with permission. / SLIDE 20	Use this slide to briefly review the feelings that can get in the way of productivity. Add your insights and experiences with any of these feelings that have led you to be distracted. Ask the participants to share what gets in their way the most. (Slide 2 of 2)
11:15 a.m. (20 min)	Slide 21  Got the Time? Generate Ideas Work in teams to brainstorm solutions to combat the barriers © 2016 ATD. Used with permission. / SLIDE 21	**Learning Activity 6: Got the Time?** For this activity, you will need multiple flipchart pages to post around the room (one for each barrier). Assign the participants to small groups. To mix it up, you can have them form a line in birthday order (month and day). Go down the line in order and designate 4 or 5 people who are standing next to each other to work together. By the conclusion of the activity, participants will have ideas for how to specifically combat these barriers. You can also share how you handled the barriers you shared in your example(s) as part of the previous discussion. Follow the instructions for the learning activity.
11:35 a.m. (10 min)	Slide 22  Setting Expectations *How can you set expectations with people about new time management behaviors and habits?* *How will you overcome challenges when trying new approaches?* Expectations © 2016 ATD. Used with permission. / SLIDE 22	**Learning Content/Discussion** **Setting Expectations** Lead a discussion of the importance of setting expectations with people when it comes to trying new time management techniques and processes. Often, people hesitate to implement and adopt new habits because it appears "weird" or "out of the blue." Setting clear expectations helps. Ask the participants how they can do this specifically, and how they can overcome challenges in this area.

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
11:45 a.m. (10 min)	Slide 23  Action Planning 1. Identify an improvement goal for time management. 2. Document actions you will take, resources needed, and a timeframe. *Be prepared to share with a partner!* IDEA PLAN ACTION SUCCESS © 2016 ATD. Used with permission. / SLIDE 23	**Learning Activity 18: Action Planning** • **Handout 26: Action Plan** Provide participants with a copy of the handout so they can document a time management goal in the SMART format (specific, measurable, achievable, relevant, and time-bound) and specific actions to achieve the goal. They will work individually and then share with a partner and with the large group, time permitting. Follow the instructions in the learning activity.
11:55 a.m. (5 min) Ends at noon.	Slide 24  Thank You! *Time is the coin of your life. It is the only coin you have, and only you can determine how it will be spent.* —Carl Sandburg © 2016 ATD. Used with permission. / SLIDE 24	**Closing** • **Handout 27: Course Evaluation** Provide a copy of the course evaluation to the participants and ask them to complete it before leaving the room. Thank everyone for attending and for their participation. Share any pertinent information regarding follow-up coaching and activities, if applicable (Chapter 10). Distribute course certificates if provided. End with a positive insight or quotation.

Key Points

- Use the workshop agenda as a facilitator guide as needed.
- Adapt the activities and workshop flow to the needs of your learners and organization.
- In addition to what's mentioned in the notes of the agenda, look for ways to incorporate your personal examples and stories into the content as a way to engage and connect with participants.

What to Do Next

If you have decided that the half-day agenda is the best choice for your participants, consider these next steps as you prepare for your workshop.

1. Handle workshop logistics:
    a. Determine the workshop schedule, reserve the facility, and order any food or materials as needed.

    b. Identify and invite the participants.
    c. Prepare all copies of assessments, handouts, and so forth. Refer to Chapter 14 for information about accessing and using the supplemental materials provided for this workshop.
    d. Send any pre-work to the participants at least a week before the session, ideally.

2. Prepare to facilitate the workshop:
    a. Review all slides, activity instructions, assessments, and handouts to plan the content you will use, including which examples you will incorporate.
    b. Review Chapter 10 to determine the follow-up coaching strategies that best align with your workshop strategy.
    c. Address any scheduling and personal concerns so you can be fully present to facilitate the session; get a good night's sleep before you facilitate.
    d. Set up an out-of-office response for your email for the day of the workshop and change your voicemail greeting.
3. Pack it up:
    a. Gather all participant materials and table items, such as table "toys" (Koosh balls, pipe cleaners, Play-Doh, building blocks, and so on), sticky notes, pens and highlighters, tent cards for names, name badges, flipchart pads and easels, markers, tape, and so on. See Chapter 8 for other ideas for enhancing the learning environment.
    b. Coordinate or bring any necessary audiovisual equipment: laptop, projector, speakers, and remote control for presentation slides.
    c. Gather any materials needed to run the learning activities; pack your facilitation notes, your own copies of the handouts, and so forth.
    d. Grab a snack. Facilitating takes a lot of energy, so, if needed, bring a light snack to eat before the workshop or while participants are on a break.

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