

Self-Teach Workbook

Time Management

Prioritisation, Focus and Productivity

Time Management - Prioritising & Focus - Watch the Self-Teach

Durham University Leadership Programme

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How To Use This Workbook

This workbook is intended to support the 'Self-Teach' modules and will provide additional activities, explanations and resources you can use in your leadership role.

Work through the self-teach video and, where directed, or as you feel appropriate, pause the video and refer to the workbook. In the video there will be opportunities for you to take a '60 second thought capture,' (indicated by a 🕒 symbol). Feel free to use the space provided in this workbook to jot down your thoughts. Alternatively, you can pause the video at any point to allow more time to consider the questions.

Take away resources (i.e. those that you can use separately as a 'tool' or resource in your leadership role) will also be highlighted by a 📁 symbol. This will prompt you to copy the resource for later use if you wish.

What to expect from the Module (video and workbook)

- Models, Tools & Tips - 🔧
- Reflective Questions - 🕒
- Post-session Resources and Exercises 📁

How to Use the Self-Teach Module

- Block out the time (sufficient time to watch and complete the activities)
- Download the PDF workbook
- Complete the exercises
- Pause/ rewind/ revisit any time
- Complete the post session activities
- Drop into the Q&A sessions planned

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What we really mean by time management

You can't manage time

You can only manage you and what you (and/or your team) do in the time given

'...the ability to use one's time effectively or productively, especially at work [when working on...]'

*Oxford English Languages (*1)*

For the author, it is about being clear on what is important & allocating time to get that done.

Carry out the self- audit overleaf...

What we really mean by time management *(continued)*

Time Management Self-Audit	Not at all	Rarely	Some- times	Often	Very Often
1. I work on are the highest priority tasks:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I often end up completing tasks at the last minute, or asking for extensions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I set aside time for planning and scheduling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I know how much time I spend on the different tasks and work I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I find myself dealing with interruptions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I set goals and use this to identify what I should work on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I leave contingency time in my schedule to deal with "the unexpected"?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I know whether the tasks I am working on are high, medium, or low value.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. When I am given a new assignment, I analyse it for importance and prioritise it accordingly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I am stressed about deadlines and commitments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Distractions keep me from working on critical tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I have to take work home in order to get it done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I prioritise my To-Do Lists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Before I take on a task, I check that the results will be worth the time put in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Self-Audit Scoring:

Ques 1, 3, 4, 6, 7, 8, 9, 13, 14

Score:

- *Not at all* - 1
- *Rarely* - 2
- *Sometimes* - 3
- *Often* - 4
- *Very often* - 5

Ques 2, 5, 10, 11, 12

Score:

- *Not at all* - 5
- *Rarely* - 4
- *Sometimes* - 3
- *Often* - 2
- *Very often* - 1

Total up your score.

If you scored:

14-30: You have a real opportunity to improve your ability to prioritise your work and develop your focus skills. This could have a dramatic impact upon your stress levels as well as your productivity

31-50: You have some good habits in place, but can benefit from identifying areas you can improve in.

51-70: You have strong time management skills, you can choose to either complete the whole module or skim it to find areas you have little or no knowledge or experience and focus on developing and enhancing your existing good practice.

Note: this is a 'pop quiz' - it is simply intended to encourage reflection and motivate you to dig deeper into this topic area. Don't take it too seriously.

Achieving Clarity

Before we can prioritise what matters and what doesn't we need something against which to evaluate everything we need to do.



Thought Capture Exercise

To get use started, it can help to 'empty our heads' of all the things we have to do. Use the following exercise to jot down everything

Go onto extra paper if you need to - ensure you have as much listed as you can think of:

Achieving Clarity *(continued)***Context and Type of Task** - consider what type and context your tasks fall into:

Type	Context		
	Student Life	Leadership Role	Other
Research			
Deep thought			
Problem Solving			
Creativity			
Meetings			
Relationships			
Writing			
Editing			
Admin/ Doing			
Other:			

Achieving Clarity *(continued)*

The Bigger Picture - Why?

Before deciding what needs to be done - get clear on why it matters



Developing A Vision for Life 1

Imagine yourself at the conclusion of your study at Durham. What would a successful outcome look like? How does this fit into the bigger picture of your life?

What will you achieve?

What skills/ qualities will you have gained?

What experiences will you have had?

What relationships have you formed maintained?

How do you picture your health and wellbeing?

What opportunities do you feel ready to take on?

Anything else?

Achieving Clarity *(continued)*



Developing A Vision for Life 2 - Why?

Get clear on your 'why' Review your exercise notes and consider:

Why this is important to you? Ask 'Who says?' What do you want from your life following your experiences at Durham University?

What is your bigger picture for your life? What do you want to:

Achieve in life

What experiences do you want to have?

What relationships do you want to form and maintain?

How do you picture your health and wellbeing across your life?

What are the reasons for wanting these things?

How does your aspirations for your time at Durham support this bigger picture?

Achieving Clarity *(continued)*

Being ethical in your decision making

The Ecology of your life.



Take time out to complete the exercise encouraging you to consider what matters in your life (outside of your life vision). If you were to stop doing something what impact would that have on others?

Your family:

Any intimate/ close relationships?

Friends outside the University?

Friends within the University?

Anyone else who is dependent upon you or to whom you have responsibilities?

Getting Organised

- Revisit all you need to do
- How does each activity move you towards your 'direction of travel' (to your vision)?

Sails & Anchors Exercise



Consider all your activities identified in the previous exercises and consider whether they are a sail, an anchor or neither:



Remember:



What activities if carried out accelerate you towards your vision?



What activities if NOT DONE will cause drag or reverse your direction of travel?

*What if you didn't do it? Would there be a consequence? Would it set you back?
Would it slow you down? Impact something else (the ecology of your life)?*

Getting Organised *(continued)***Prioritising - Urgent v Important?****Urgent Important**

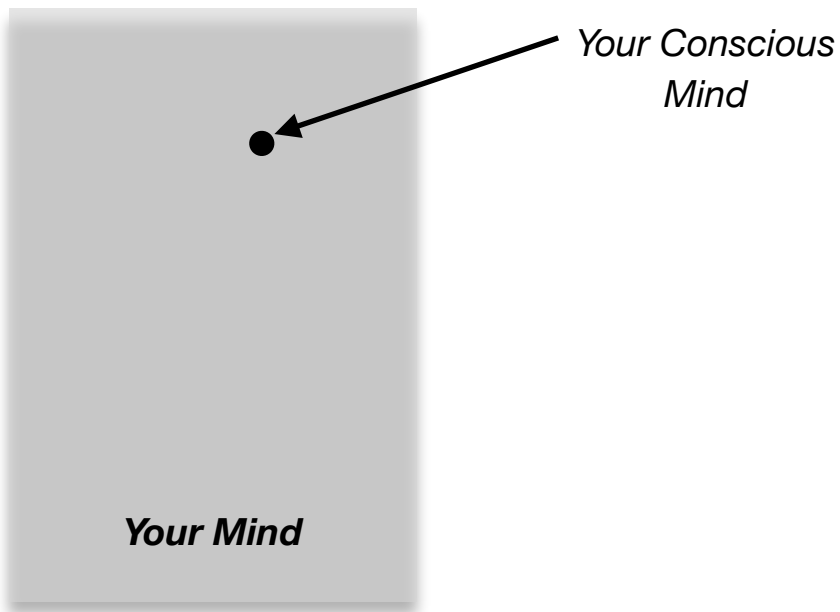
Complete the Urgent/ Important Exercise in relation to the activities you have identified in the earlier exercise - getting organised involves getting clear on what is worth doing and prioritising that

Important	Urgent Do Now <div></div>	Not Urgent Do Next - Schedule <div></div>
	Not Important Delegate or Delay <div></div>	Ditch <div></div>

Being Effectively Productive

Clearing Your Head

What is on your mind has your mind (*2)



Tips to clear your mind:

- Get it out of your head
- Use reliable devices
- Journal - thoughts/ feelings
- Project lists
- To Do Lists - all tasks

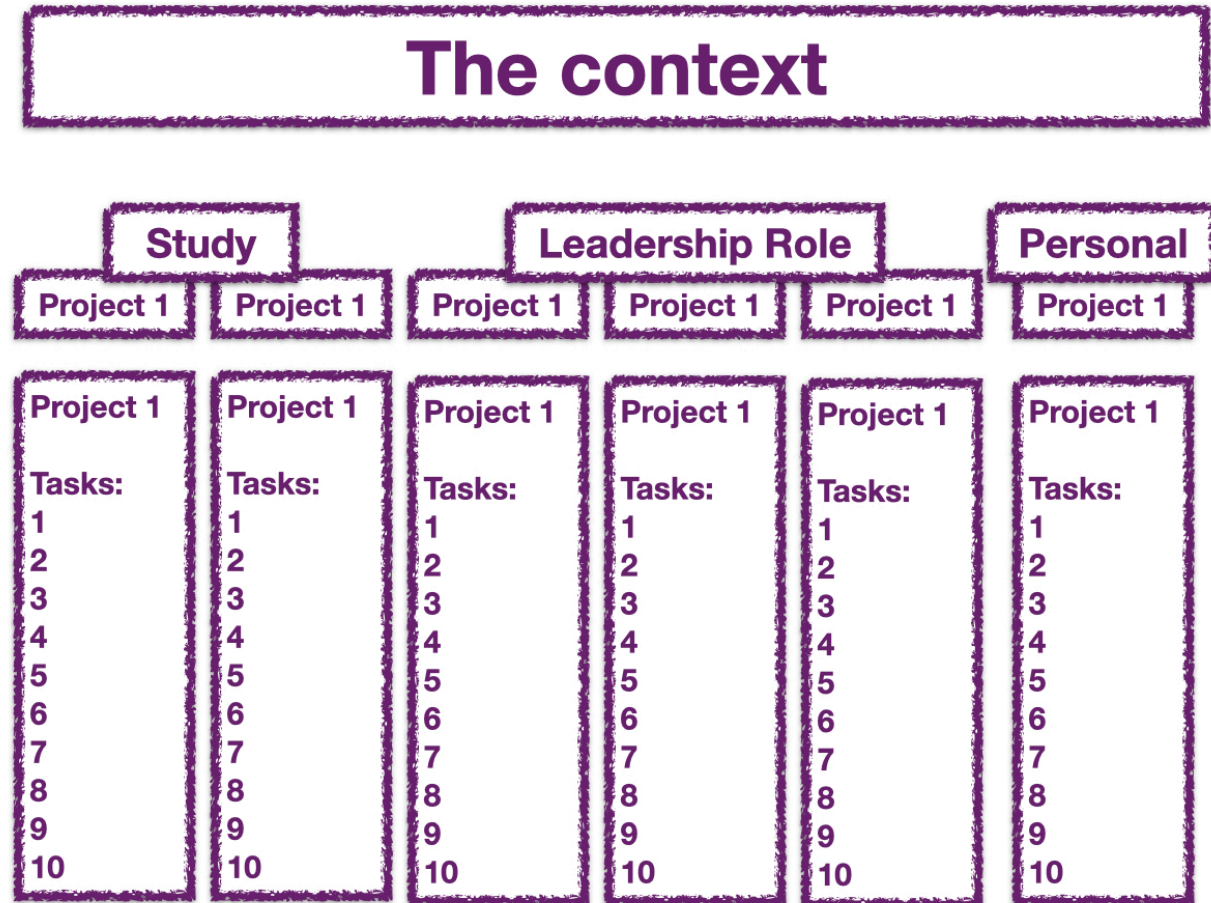
Project v Task

'A Project is anything that consists of more than one task'

David Allen, 'Getting Things Done'

Being Effectively Productive *(continued)*

Hierarchy of Focus



Project or Task?



Take time out now to organise your tasks by project and then into the context (area) of your life.

Use the blank overleaf to map this out - focus on identifying the first three things to do in each project. A project could be an essay, assignment or research project, a health goal, or key projects within

Tips:

Keep it simple

Store in one place/ Medium

Evernote

Being Effectively Productive (continued)**Student Life****Leadership Role****Other**

Project 1: _____

Project 1: _____

Project 1: _____

Project 2: _____

Project 2: _____

Project 2: _____

Project 3: _____

Project 3: _____

Project 3: _____

Thought Capture Exercise

Take a moment now - does anyone you know come to mind -
someone who may have been displaying some warning signs?
What can you do now to support them?

Jot down your thoughts here:

Being Effectively Productive *(continued)*

Calendar v To Do List

Your Calendar is not a 'To Do List' It is a focus device

Time Blocking

	Mon	Tues	Wed	Thurs	Fri
8am	Read/Run	Read/Run	Read/Run	Read/Run	Read/Run
9am					
10am	Student - Lesson		Student - Writing		
11am					
12pm					
1pm					
2pm	SLA - Project	Student - Research	SLA - Meeting		
3pm			Social time		
4pm					
5pm					

Time Blocking



Take time out now to consider how you might use 'time blocking' to assist you in getting focused

Tips

- Keep it simple - page a day diary? Or Outlook? Or?...
- Over estimate time required
- Build in travel/ Context shifting time
- Build in space to...

Being Effectively Productive *(continued)*

Review Time

Reviewing how you have used your time, how productive you have been and what worked and what didn't can be a time management super power.

Consider blocking it into your day and/or week:

	Mon	Tues	Wed	Thurs	Fri
8am	Read/Run	Read/Run	Read/Run	Read/Run	Read/Run
9am					
10am	Student - Lesson		Student - Writing		
11am					
12pm					
1pm	SLA - Project	Student - Research	SLA - Meeting		Review time
2pm					
3pm			Social time		
4pm					
5pm					

Tips:

- What worked/ What didn't?
- Unexpected things?
- What was missed or put off? Why? (Urgent/ important)
- What needs prioritising now?
- Plan next week?

Being Effectively Productive *(continued)*

What can you do to maintain your focus and 'effectively productive'?

Tips:

- Shut off distractions
- Close loops
- Create some routines and rituals
- Have a capture device on hand
- Protect your time according to task intensity

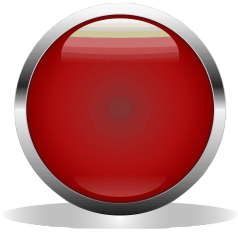
Prioritising by Task Intensity *(watch the video self-teach)*

Not every task is equal.

Some work requires high levels of focus and intense concentration, whilst other tasks can be completed with minimal attention.

Knowing the difference and organising your focus time accordingly can be incredibly valuable and result in getting more done in less time.

Use the Traffic Light system to help you work out what work needs maximum focus and minimum distraction, and then block out and protect that time strictly.

Being Effectively Productive *(continued)*

Work requires complete focus, concentration and minimal distraction

Identify your top three 'red' tasks/projects?



Less intense but still needs focus. Interruptions can be handled but need to be managed

Identify your top three 'amber' tasks/projects?



Low intensity, low cognitive load. Can be completed when socialising - distractions have minimal impact

Identify your top three 'green' tasks/projects?



Protecting your Time How can you prioritise your red tasks?

Block out time (including time to get into and out of the focus state) - and protect it (turn off distractions, notifications, tell others your are unavailable, find a suitable location for this work).

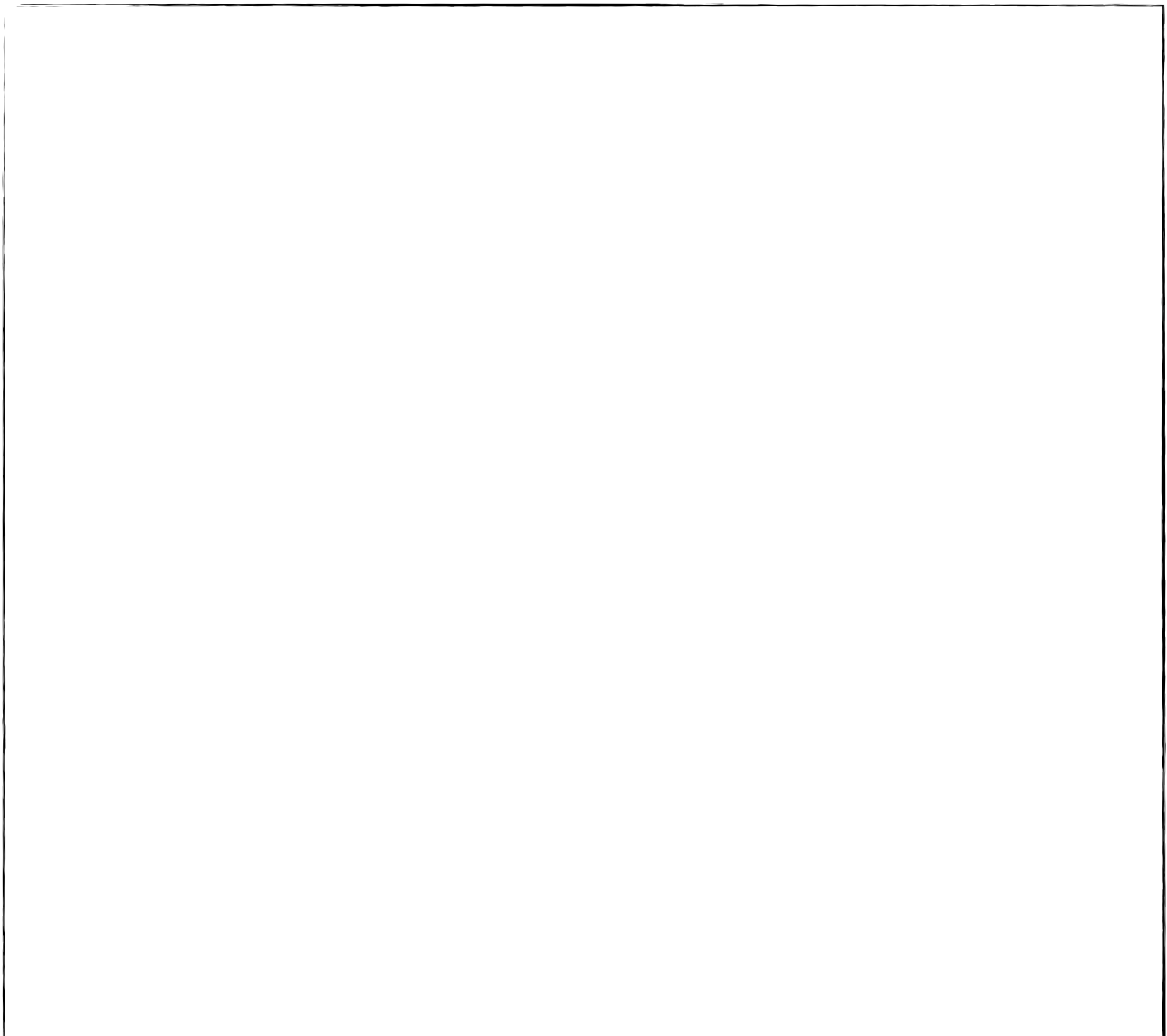
Jot down your thoughts here:

Action Planning

Revisit your notes - treat them as your work in progress towards getting hyper organised and focused.

Questions:

1. Are you clear about what you hope to get form your time at Durham?
2. How does this fit into your life big picture?
3. What activities will move you towards your bigger picture?
4. How can you use time blocking to support you in achieving focus?
5. What are your biggest distractions? How can you reduce or eliminate these?



References

1. "Time Management | Definition of Time Management in English By Oxford Dictionaries". 2018. Oxford Dictionaries | English. https://en.oxforddictionaries.com/definition/time_management.
2. Allen D (2001). *Getting Things Done* Piatkus Books, London

Further resources

- Adaptability To Change - Safe Uncertainty
- Resilience - Understanding Strain
- Listening Skills
- Time Management - Delegation and Manager as Coach
-
- Check out Dave Algeo's resources:

www.stressedguru.com/destresshq

Sleep audio course: Visit: https://app.mysoundwise.com/signup/soundcast_user/1620922791011s and sign-up for the 'Operation Snooze Course' and Sleepcasts.

Sprout Sweater podcast - <https://www.stressedguru.com/the-sprout-sweater-podcast>