

JUGGLING MULTIPLE PRIORITIES



INSTRUCTOR GUIDE

1-DAY COURSE

HRDQ[®]

JUGGLING MULTIPLE PRIORITIES

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Instructional design and learning philosophy

We are committed to providing the best core-skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SME)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:

- Learning objectives — effective tools for managing, monitoring, and evaluating training
- Meaningfulness — connects the topic to the students' past, present, and future
- Appropriate organization of essential ideas — helps students focus on what they need to know in order to learn
- Modeling techniques — demonstrate to students how to act and solve problems
- Active application — the cornerstone to learning — helps students immediately apply what they have learned to a real-life situation
- Consistency — creates consistent instructions and design to help students learn and retain new information
- Accelerated learning techniques — create interactive, hands-on involvement to accommodate different learning styles

Application of Adult Learning Styles

Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions, and lectures within each course. This ensures that the learning will appeal to all learning styles and will be retained.

Course timing

Chapter One: I Don't Know What To Do First

Type of Activity	Segment	Time
	Introduction	10
	Identifying priorities when everything seems important	15
	Proactive planning and scheduling	10
	Work with your internal clock	5

Chapter Two: I Have Too Much To Do

Type of Activity	Segment	Time
	Tools to help you get a handle on your time	25
	Dealing with deadlines	10
	Saving time by aligning tasks	10
	Saving time by automating tasks	10



Reading



Written Exercise



Facilitation



Group Activity

Course timing (cont.)

Chapter Two: I Have Too Much To Do (cont.)

Type of Activity	Segment	Time
------------------	---------	------



Reading



Contingency planning

20

Chapter Three: I Don't Feel Like Doing It

Type of Activity	Segment	Time
------------------	---------	------



Written Exercise



Types of procrastinators

10



Why we procrastinate

10



Facilitation



Overcoming procrastination

10



Group Activity

Chapter Four: I Can't Get My Work Done

Type of Activity	Segment	Time
------------------	---------	------



Setting boundaries

10



Saying "no" to the boss

15



Managing interruptions

20

Course timing (cont.)

Chapter Four: I Can't Get My Work Done (cont.)

Type of Activity	Segment	Time
	Dealing with distractions	10
	Eliminating tainted time	10
	Focusing on the present task	5



Reading



Written Exercise

Chapter Five: I Can't Find My Work

Type of Activity	Segment	Time
	What is clutter?	15
	Organizing your files	10
	Organizing your workspace	15



Facilitation







Group Activity

Chapter Six: I'm Too Tired To Work

Type of Activity	Segment	Time
	Recognizing burnout	10

Course timing (cont.)

Chapter Six: I'm Too Tired To Work (cont.)

Type of Activity	Segment	Time
	Achieving balance	10'
	Energy builders	20
	Exercising at your desk	10
	Wrap-up	10



Reading



Written Exercise



Facilitation



Group Activity

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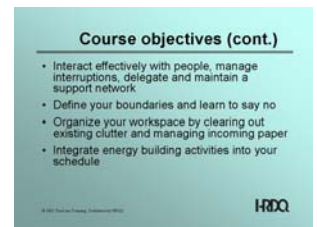
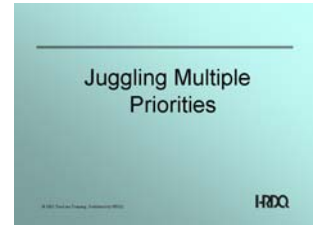
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Course objectives

Successful completion of this course will increase your knowledge and ability to:

- Prioritize your work to support your key results
- Use appropriate tools to organize and streamline your work
- Overcome procrastination
- Identify time-wasters and apply time-saving techniques
- Interact effectively with people, manage interruptions, delegate, and maintain a support network
- Define your boundaries and learn to say no
- Organize your workspace by clearing out existing clutter and managing incoming paper
- Integrate energy-building activities into your schedule



Chapter One



I DON'T KNOW WHAT TO DO FIRST



Ice breaker activity: Have participants get in small groups and answer the questions individually on this page. Have participants share their answers within their groups. Then, debrief by sharing some of the answers as a group. As participants share their obstacles, write their comments on sticky notes and post them on the wall. As they are discussed throughout the training, remove the notes from the wall.

Introduction

Write down what your day would be like if you successfully juggled multiple priorities.

Write down the obstacles that prevent you from experiencing the day you just described.

Identifying priorities when everything seems important

Actions for identifying key results

Develop a list of work responsibilities.

Rate each responsibility based on its organizational contribution.

Rank responsibilities in order of priority—the top responsibilities are your key results.

Identifying current work priorities (by time spent)

Key results area	Priority	Current time %	Ideal time %
<i>Example: Database management</i>	<i>Medium</i>	<i>40%</i>	<i>20%</i>
Total time		100%	100%

Determine key results: In order to decide what work is most important, you must know the specific outcomes you/your organization desire(s), and take those outcomes and break them down into daily roles and responsibilities.

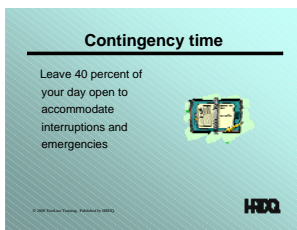
Activity: Tell participants to use the chart to list key results for their job. For each key results area, list its relative priority (high, medium, low), the amount of time currently spent working on it, and the ideal percentage of time that should be spent working on it (i.e., spend more time on high-priority items). Tell participants to base their current time spent on an average over the past several weeks (to the best of their recollection). In the next chapter, we'll look at how a time log can provide accurate, objective information.

This exercise will help participants see in black and white where their time is going and what adjustments they need to make in order to keep their focus on their highest - priority items.

If they don't know what their key results are, they really can't manage their time effectively. They need to meet with their boss, brainstorm with their group, etc., to determine this critical information.

How do you actually make time for your priorities, once you've determined what they are? By using proactive planning and scheduling. Block out time in your schedule for your top-priority tasks/projects. (Later, we'll see how breaking them down into smaller chunks is a useful and realistic way to make certain they get done.) We'll look at the actual tools to do this in the next chapter.

Leave 40 percent of your day open to accommodate interruptions and emergencies.



Techniques for managing priorities: We'll look at setting boundaries in a later chapter. The main point here is to be realistic about your workload and take steps to deal with it if it becomes too large—don't be a martyr and suffer in silence (or worse yet, whine and make everyone else suffer along with you).

Most people take on many different tasks—short-term and long-term—cross-functional from a variety of sources. So, what do you do when everything seems equally important? Stop and ask, "What should my high-priority responsibilities be right now?" We've listed some criteria upon which your answer might be based.

Proactive planning and scheduling

Once you know your key results, you need to understand what you can reasonably achieve in the time you have to work. (We'll look at finding more time in your day in a later chapter.)

Avoid overcommitment; provide for contingency time for unexpected tasks/activities—don't schedule more than 60 percent of your day.

Schedule your key results activities first.

Four techniques for managing priorities:

- Say when
- Learn more
- Ask for help
- Give it away

Handling competing priorities

Make a list and keep it in view.

FIFO (first in, first out)

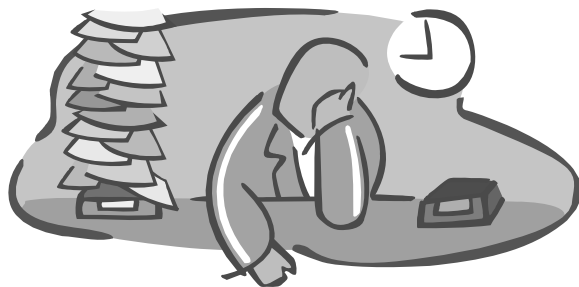
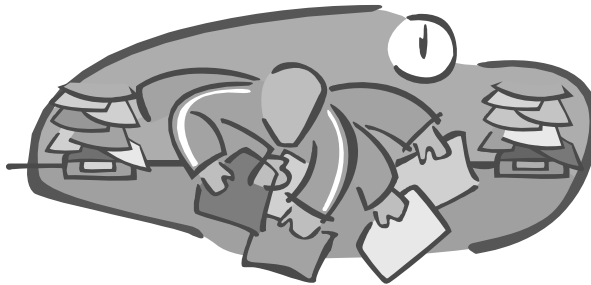
Most important client (biggest cash flow, potential for more business, etc.)

Boss demands

If two different people give you work with the same deadline, you need to involve them both in figuring out which gets done first. Encourage them to go back to thinking about which project will contribute the most toward the organization's mission/goals. Once you've established your priorities, make a list and keep it in view.

Work with your internal clock

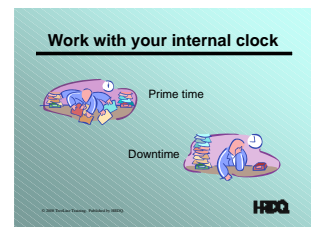
Your prime time: high-priority tasks



Your downtime: routine tasks

It might help to think of putting your priorities through a sieve, with the biggest priorities getting collected first, while medium and small priorities fall through the holes to the next level. At the next level, the medium priorities get captured, and the lowest priorities pass through.

Everyone works best at certain times of the day. The key to maximizing your time is figuring out which time of day you're most efficient. If you're a morning person, schedule your most important tasks for the morning. If you work best in the mid-afternoon, tackle your high-priority tasks then. You'll likely finish those tasks faster during your peak times of the day. Do routine tasks at times when your body seems to be slowing down.



Activity: Have participants jot down their high- and medium-priority tasks/projects, based on the analysis they did previously.






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