

PRODUCTIVE WORK HABITS



INSTRUCTOR GUIDE

1/2-DAY COURSE



PRODUCTIVE WORK HABITS

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PREVIEW

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 (SMEs)
- 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 provide effective tools for managing, monitoring, and evaluating training
- Meaningful connections between the topic and students' past, present, and future
- Appropriate organization of essential ideas helps students to focus on what they need to know in order to learn
- Modeling techniques demonstrate useful behaviors and problem-solving skills
- Active application, the cornerstone to learning, helps students immediately apply what they have learned to a real-life situation
- Consistent instructions and design 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 to appeal to all learning styles and ensure that the ideas and information will be retained.

Instructional Design and Learning Philosophy (cont.)

Customizing Your Program

There are two ways you can customize this program: 1) Customize the content and 2) Customize the format.

Customizing the content is easy. The Instructor Guide and Participant Guide are created in Word, so you can simply modify the content just as you would any Word document. Some common reasons for customizing content include:

- Changing examples to fit your industry or work environment
- Modifying content to match work rules and procedures
- Adding, deleting or rearranging content to meet training time constraints

The other way to customize the program is to change the formatting. Typically, organizations will do this to add their corporate logo and/or colors, or it may just be an issue of personal preference. Again, treat the Instructor Guide and/or Participant Guide as you would any Word document. The styles used in this document are labeled HRDQ in the Quick Styles tab. For additional help using Word, consult the Microsoft website.

Preparing for the Training

As you know, preparation is the key to conducting an effective training. Here are some issues to consider:

Logistics

- Advertise the training with enough advance notice that participants can block it out on their calendars. Consider contacting potential participants' managers to encourage their attendance.
- Send a confirmation notice before the training reminding participants of the date, time and location.
- Room setup: Ideally, use round tables to facilitate partner and small group interaction.

Equipment and Supplies

In order for the training to go smoothly, have these supplies and equipment on hand:

- Name tags
- Flip chart and markers, tape
- Laptop with projector (for the PowerPoint)
- Blank paper and pens, sticky notes
- Flip chart paper
- Water for yourself and the participants
- Beverages and snacks (optional)
- Timer or watch
- Blindfolds for half the participants

Course Activities

Habit One: Prioritize

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



Course Objectives



Reading



What Is Productivity?



Productivity Self-Assessment



Written Exercise



Identify Your Purpose and Key Results



Facilitation



Prioritize Key Results

Habit Two: Organize



Daily Activity Analysis



Group Activity



Focus on Outcomes



Keep Track of Work

Course Activities (cont.)

Habit Three: Focus

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



Forget Multi-Tasking



Persistence

Habit Four: Take Breaks



Law of Diminishing Returns



Determine Your Ideal Balance

Habit Five: Manage Your Time



Small Changes, Big Results



Know Your Peak Performance Times

Habit Six: Break Bad Habits



Procrastination



Negativity



Getting Distracted



Reading



Written Exercise



Facilitation



Group Activity

Course Activities (cont.)

Type of Activity	Segment
	Being Habitually Late
Habit Seven: Work Effectively with Colleagues	
	How We Work with Others
	Talking and Listening
Habit Eight: Be an Active Learner	
	Acquire New Knowledge and Skills
	Teach Others
Habit Nine: Be Yourself	
	Tap into Your Inspiration
	Channel Your Creativity



Reading



Written Exercise



Facilitation



Group Activity

Contents

Habit One: Prioritize	1
Course objectives	2
What is productivity?	3
Productivity self-assessment	4
Identify your purpose and key results	5
Prioritize key results	7
Habit Two: Organize	8
Daily activity analysis	9
Focus on outcomes	10
Keep track of work.....	11
Habit Three: Focus	13
Forget multi-tasking	14
Persistence	15
Habit Four: Take Breaks	16
Law of diminishing returns.....	17
Determine your ideal balance	18
Habit Five: Manage Your Time	19
Small changes, big results.....	20
Automate whenever possible	21
Know your peak performance times	22
Habit Six: Break Bad Habits	23
Procrastination	24
Negativity	25
Getting distracted	26
Being habitually late	27
Habit Seven: Work Effectively with Colleagues	29
How we work with others.....	30
Talking and listening.....	31
Habit Eight: Be an Active Learner	32
Acquire new knowledge and skills	33
Teach others	34

Habit Nine: Be Yourself	35
Tap into your inspiration	36
Channel your creativity	37
Appendix	38
Action plan	39
Course review	40
Suggested resource list	42
Course evaluation	43
Additional resources	45

PREVIEW



Habit One



Prioritize



Course Objectives

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

- ◇ Recognize the difference between true productivity and “fake” productivity
- ◇ Prioritize your daily work based on your key results
- ◇ Improve your ability to focus
- ◇ Eliminate habits that detract from your productivity
- ◇ Work effectively with colleagues
- ◇ Cultivate the nine habits that will increase your productivity

PREVIEW

Trainer Notes

5 minutes

Introduce yourself and provide a brief background if participants don't know you. Go over logistics (schedule, breaks, restrooms, etc.) and any ground rules for the day. Typical ground rules include no electronics in use, show respect for every participant, participate fully, no dominating or interrupting, etc.

Review the course objectives with participants.

Productive Work Habits

Course Objectives

- Cultivate the nine habits that will increase your productivity
- Recognize the difference between true productivity and “fake” productivity
- Prioritize your daily work based on your key results
- Improve your ability to focus
- Eliminate habits that detract from your productivity
- Work effectively with colleagues

The nine habits in this program are organized around the hours of a typical work day. To reinforce that concept, we've added a clock to each habit to indicate the time associated with that habit. For example, “prioritize” is first (nine o'clock) and “take a break” is at noon.



What Is Productivity?

What do you hope to accomplish after completing this training?

Benefits of working productively

- ◇ Get more done in less time
- ◇ Less stress
- ◇ Create balance
- ◇ Develop positive new habits
- ◇ Increase professional skills and reputation

“Productivity is never an accident. It is always the result of a commitment to excellence, intelligent planning, and focused effort.”

Paul J. Meyer, founder of Success Motivation International, Inc.

Trainer Notes

5 minutes

Ask participants, “What is productivity?” Spend a few minutes sharing answers.

Productivity is not about quantity, it’s about quality. Productivity is creating high-impact work efficiently. Productivity is doing the right task at the right time.

For example, Joe answers 400 emails a day while John answers none. But John completes one task that has more impact than Joe’s 400 emails.

Activity: Allow several minutes for participants to answer the question, “What do you hope to accomplish after completing this training?” Solicit answers from participants.

Review the benefits of working productively.

Benefits of Working Productively



- Get more done in less time
- Less stress
- Create balance
- Develop positive habits
- Increase professional skills and reputation



Productivity Self-Assessment

Instructions: Read each statement and circle the number that best reflects the frequency with which you demonstrate each behavior.

1=Rarely 2=Sometimes 3=Frequently

1. I spend 10-15 minutes planning my day.	1	2	3
2. I check every email as soon as it arrives.	1	2	3
3. My day is organized by the key results I need to achieve.	1	2	3
4. My desk and files are a mess.	1	2	3
5. I leave open pockets of time in my schedule.	1	2	3
6. I'm habitually late.	1	2	3
7. I focus on one activity at a time.	1	2	3
8. I multi-task to try to get more done.	1	2	3
9. I take mini-breaks throughout the day.	1	2	3
10. I usually procrastinate on big projects.	1	2	3
11. I actively seek out projects that stretch my skills.	1	2	3
12. I feel I am in a rut at work.	1	2	3

Trainer Notes

5 minutes

Activity: Self-assessment. Allow several minutes for participants to complete the self-assessment.

Scoring: Tell participants to add up the odd- and even-numbered statements separately. Ideally, you want a score as close to 18 as possible for the odd numbers, and as close to 6 as possible for the even numbers.

As they review their results, ask them to think about their strengths, their weaknesses or areas for development, how they can use their strengths to achieve better results, and what traps (behaviors) are disrupting their concentration and taking away from the tasks at hand.



Identify Your Purpose and Key Results

Purpose

What is the purpose of the organization you work for?

What is the purpose of your department or area within the organization?

Why does your job exist?

What would happen if it did not exist?

Key results

Your key results should relate to the overall purpose and goals of your organization. It may be helpful to classify them in terms of:

Output: The activities you do to support your organization as a whole

Finance: Budget, cost, profit and/or revenue responsibilities

Communication: Lines of communication you need to maintain to achieve your output

Trainer Notes

15 minutes

Tell participants: "The first step in prioritizing your work is to figure out everything that needs to get done. Begin by examining your organization's purpose and how your job fits into that."

Allow time for participants to actually answer the questions on this page.

In addition to determining their purpose, participants need to identify their key results. As participants fill in their key results, remind them to focus on outcomes rather than activities. Provide this example: "In the Communication section, perhaps you need to create a weekly project update report. Be sure to attach a purpose to the report, e.g., to keep the team on track and spot any potential issues before they become a crisis."

Examples of Key Results

Note: These all begin with an active verb.

- **Ensure** adherence to production schedules
- **Analyze** costs and monitor deviations
- **Train** staff on current safety procedures
- **Maintain** plant and equipment
- **Measure** employee performance against established standards
- **Communicate** with trade union officials to support good relationships
- **Direct** the preparation of monthly sales analysis by revenue and unit



Identify Your Purpose and Key Results (cont.)

Key results (cont.)

Plant, building or equipment responsibilities

Customer service responsibilities

Sales or marketing responsibilities

Innovation

PREVIEW

Trainer Notes

Have participants continue filling in the information in order to identify their key results.

When participants are finished, ask participants to share some of their answers.



Prioritize Key Results

What are your top 3-5 key results? (Without these, the organization would fall apart.)

1. _____
2. _____
3. _____
4. _____
5. _____

Activity: Translating results into daily activities

Instructions: Choose one of your key results and identify the following:

What: _____

Why: _____

Who: _____

How: _____

When: _____

Success: _____

Trainer Notes

10 minutes

Participants probably have a long list of key results at this point. Now they need to prioritize their lists. How do you determine what is the highest priority? Identify the things you must achieve in order for the organization to be successful. Encourage participants to limit themselves to 3-5 items. If you're unsure, ask yourself, "What impact does this have?" "Is there a higher-value outcome or result?"

Activity: Instruct participants to choose one key result and identify its key components: What it is, why they're doing it, who else is involved in doing it, how they will accomplish it, when they will do it, and how they will measure success. This will help translate key results into daily activities or outcomes.

If participants do that for every outcome, they will find a long list of tasks and activities they need to get done. The next section looks at how to get and stay organized in order to get those tasks accomplished.

Translating Results into Daily Activities

- Commit to an action, not an idea
- Example: Commit to spending 10 minutes filing every day, not to "getting organized"



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President
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