

Time Management

I t ' s A b o u t T i m e !

FACILITATOR WORKSHEET

Directions:

1. Using an internet ready computer, visit <http://www.residentassistant.com/in-services/time/>
2. Print both the “Participant Worksheet” and the “Facilitator Worksheet.”
3. Make copies of the “Participant Worksheet” for everyone who will be participating.
4. Familiarize yourself with the online component, as well as with the following procedures:

Assigning the module to your staff:

- ♦ **Enthusiasm** – It is crucial that you are enthusiastic when presenting this exercise to your staff. Emphasize the importance of gaining good time management skills, and how much these skills and abilities will assist them as a student, as an RA, and throughout their lives.
- ♦ **Hand out the worksheets** – Explain to them that they will be doing a time management session, but that the majority of it is online. Tell them that this will save them time, and allow them to do it at their convenience.
- ♦ **Explain the process** – When they all have their worksheets, explain that the worksheets are meant to be filled out as they go through the website. Tell them it will take them 20 – 30 minutes. Emphasize the worksheet’s importance, and when to fill it out. (The site will prompt them with an icon on each page that is noted by the words “Do Something!”)
- ♦ **Provide a deadline** – Let them know when they need to have completed this module. (For example, if you want to discuss it at your next meeting or one-on-one, ask them to bring their completed worksheets to that meeting).

Facilitating Follow-Up Discussion:

- ♦ Prior to meeting, remind staff members to bring their worksheets.
- ♦ Ask everyone to take out his or her completed worksheets. Using the following sequence, take them through a discussion about their experience:

Activity 1: Time Management Self Assessment

- ♦ Ask if any staff members would be willing to share where they assessed their time management skills (or, depending on size and comfort level, have everyone share)
- ♦ Tell them that your goal is for that number to go up through this exercise.

Activity 2: Your “WHY” Statements

- ♦ **Ask** if anyone had a “why statement” already written down before doing this exercise
- ♦ **Ask** how it felt to write it down. (Some will have never stopped to think about doing something like this). Reiterate the importance of having your “WHY” defined. Remind them of the quote on the site *“With a clear vision of what we can become, no difficulty is too great. Without it, we rarely step beyond our current boundaries.”*
- ♦ **Ask** if anyone would share their RA “WHY” statement. Be ready to share your own “WHY” statement for being a hall director. An example could be: “I am a Hall Director so that make a difference in students’ lives on a daily basis through personal interaction and effective administration.”

Activity 3: Goal setting

- ♦ Ask if anyone set any goals as a result of doing this exercise.
- ♦ Go over the 5 categories of goal setting that they are to have written on their worksheet:
1. Personal 2. Family 3. School/Career 4. Financial 5. Lifestyle
- ♦ Remind them that goals should be a) **related to their vision**, b) **challenging**, c) **realistic**, and d) **measurable**.

Activity 4: “Big Rocks”

- ♦ Ask RAs to share what their “Big Rocks” were. (Again, depending on time, group size, and comfort of the group, have some or all members share).
- ♦ Tell them that remembering their “big rocks” is extremely important
- ♦ Emphasize to them that “me time” is a “big rock.” It is extremely important for them to take care of themselves, or they will not be able to take care of their residents.

Activity 5: Time Calculator

- ♦ Reminding them that we all have 168 hours in our week, ask them how the time calculator exercise went. Ask if anyone was surprised by the results.
- ♦ Find out who had the most hours left, and who had the least hours left.
- ♦ Tell them that the point of this exercise is to look at how they are spending their time.
- ♦ Recommend that if they are having a tough time with time management, they should keep an activity log for a week to look at how they are spending their time.

Activity 6: Time Management Tools

- ♦ Ask RAs what time management tools they currently use.
- ♦ Ask if any of them found new ideas they want to try.
- ♦ Emphasize the importance of having a method or strategy that works well for them. It will be different for everyone. Some people have a “sticky note system,” others use a wall calendar, and others won’t leave home without their palmtop computer. Whatever the choice, they need to have something.

Activity 7: Quadrant II Time Management:

- ♦ Ask if everyone labeled his or her “Quadrant II” illustration.
- ♦ Mention the story on the website about Joe and Jane. (If appropriate, bring up a similar scenario which may have occurred in your building.
- ♦ Ask about Quadrant I issues which came to mind as people did this exercise.
- ♦ Ask about Quadrant III issues or activities. (the interruptions). Ask how people plan on avoiding those.
- ♦ Ask about Quadrant IV issues or activities (time wasters). Ask for examples of how to get rid of those.
- ♦ Ask RAs to identify areas they can begin to “live in Quadrant II” more effectively. (Examples include planning ahead, studying in advance, taking time to develop relationships, take care of themselves, etc)

	<u>Urgent</u>	<u>Non-Urgent</u>
<u>Important</u>	1	2
<u>Non- Important</u>	3	4

Activity 8: Scheduling Hints

- ♦ Ask RAs to share a) useful scheduling hints they found in the module, and b) useful tips they currently use that work well for them.

Activity 9: Procrastination

- ♦ Ask RAs to share ways they feel they can avoid procrastinating. (some of these strategies may have already been discussed, so you may refer back to statements made previously.)

Activity 10: Action Steps

- ♦ Ask RAs to share their action steps. What will they apply from this module? (Again, depending on the group and time allowed, ask some or all of the participants to share.)

Activity 11: Evaluation

- ♦ Ask them to share any feedback they have about the module. Did they like it? Do they have any recommendations to make it better? Please write their comments below and add them to the facilitator evaluation on the website:
<http://www.residentassistant.com/inservices/time/facilitatoreval.htm>

Additional Options:

- ♦ You may wish to have the RAs turn in their worksheets, or a list of their action steps so you can follow up with them in the future.
- ♦ In a future staff meeting, it may also be useful to come back to these materials to assess how everyone is doing.

Questions? Comments? Suggestions?

Please contact Dan Oltersdorf – dan@residentassistant.com
<http://www.residentassistant.com/inservices/time>