



Time Management for Leaders

This time management training program teaches leaders and managers how to become more effective with balancing and managing the many demands on their time. This allows them to more efficiently spend their time and energy on the things that will move them towards their goals. As Peter Drucker said, *“There is nothing quite so useless, as doing with great efficiency, something that should not be done at all.”*

Participants will learn to question themselves more frequently and ask, “What am I doing right now? Is this the best use of my time right now? Is this moving me towards my goals or is this a detour? Should I even be doing this or could someone else do this?”

Participants will move away from destructive micromanaging and towards greater productivity, both personally and for their team. Leaders will learn how to maximize their available resources, set personal and team objectives and communicate a vision. Participants will realize that just because a certain approach may not be their way of doing things doesn’t mean it’s the wrong way.

Human beings are complicated, and for the most part, especially senior level leaders, can be stuck in their ways. Why people do what they do, or don’t do what they know they need to do, is fascinating and lies under the surface. Too often time management training is too much above the surface, just talking about techniques and not enough on *why* certain things are happening or aren’t happening.

Taking a day and stopping the usual activities and simply reflecting on how we do what we do is a rewarding experience for leaders. It allows them to ask, “How can I work smarter instead of harder?”

Ideal Attendees

- Executives with many demands on their time.
- Professionals who want to get the job under control and start instilling the discipline needed.
- Leaders who need to delegate, have the authority to delegate, but are

Course Outline

- Self-assessment of daily time usage.
- Become aware of habits that need to be broken.
- The characteristics of successful executive time managers and how to emulate them.
- Create an uninterrupted block of time so

<p>having trouble doing so.</p> <ul style="list-style-type: none"> • Professionals who are not utilizing the resources available to them to work at their most efficient and productive level. <p>Course Objectives</p> <ul style="list-style-type: none"> • Make planning part of the regular routine. • Break out of reactive patterns. • Make activities consistent with goals. • Understand the difference between efficiency and effectiveness. • Learn when to say no; and how to do it firmly and tactfully. • Effectively use the resources available. • Become less controlling and more of a facilitator. • Make it okay to not have to do everything and be overly immersed in everything. • Grasp that when you do something someone else can do, it keeps you from doing something only you can do. • Identify and remove any blocks or barriers to effective delegating. 	<p>you can focus effectively on your work.</p> <ul style="list-style-type: none"> • Schedule the most important activities for each day. • Set time limits for everything you do and try to finish within the time allowed. • Let go of counter-productive, overly controlling behavior. • Identify when your level of effort to control becomes counterproductive. • Distinguish between what is important and what is urgent. • The secret for making things happen: scheduling. • Leave room for the unexpected when planning your schedule. • Create rituals to help you detach from work and feel more balanced in your life. • Complete a written commitment/ action steps page. • More detailed outline is below.
--	--

Training Session Breakdown:

1. Explanation of Efficiency (doing things quickly as opposed to slowly) and Effectiveness (doing the right activities that will move you towards the completion of your goals). We don't want to do the wrong things quickly, as too often folks are spending time on the wrong things.
2. Self-reflection on habits and time management bottlenecks.
 - a. Understand how your habits help you and hurt you.
 - b. Identify strengths and weaknesses.
 - c. Explore your willingness to adopt new habits.
3. Motivating people to want to make changes in their routine.
 - a. What is it currently costing you when you don't manage your time well?
 - b. What does it cost you physically, health-wise, personally, and professionally?
4. Dealing with interruptions.
 - a. Curb socializing and interruptions tactfully.
 - b. The best response to the common question, "Do you have a minute"?
 - c. How to make conversations shorter.
 - d. How to remove yourself from unwanted conversations.
 - e. How to stop being too nice and thinking you have to engage with everybody just because they initiate a conversation with you.
 - f. How to professionally clarify and triage the importance level of requests that are asked of you.
5. Developing better mental focus.
 - a. Enhancing the 'executive functions' of the brain to include concentration, multitasking, focusing on one task, and memory.
 - b. Specific brain exercises including mindfulness to increase focus, reduce the "scatterbrain" phenomena and boost other cognitive abilities.
6. What is your system to track what needs to be done and followed up on?
 - a. How is it working for you? Pros and cons.
 - b. Pros and cons of various productivity apps that are currently available.

-
7. Learn a step-by-step technique to pinpoint your most important priorities and determine how you must deal with each of them.
 - a. Identify the most important matter and ask, “What is the best use of my time right now?”
 - b. Develop a “Priority Matrix” so you don't waste time on "urgent" but unimportant tasks.
 - c. Use the 80/20 rule to increase efficiency.
 - d. Overcome barriers to asking superiors for direction and for help in setting priorities.

 8. Define your objectives and goals as clearly as possible.
 - a. Develop the habit of making lists to enable you to stay on top of priorities and remain flexible to changing priorities.
 - b. Realize that effective, productive people define what they want to achieve and have written goals, which they review constantly.
 - c. Include long-term goals on daily activities and in a "to do" list.
 - d. Understand that without goals or objectives, people tend to drift professionally and feel stressed.

 9. How to structure your day.
 - a. Develop a daily action plan to spend your time on the most important project/priority.
 - b. Do you have a daily action plan? If not, why?
 - c. Answer and use the following six key questions to improve your planning:
 - i. What results do I intend to achieve?
 - ii. What must I do to get those results?
 - iii. How much time will each activity require?
 - iv. When will I do each activity?
 - v. What resources and people are available to help me?
 - vi. How much flexibility must I allow for the unexpected things I can't control?
 - d. Proactive time versus reactive time.
 - i. Balancing company expectations of time expected to be with vendors in market and needed office time for office responsibilities.
 - ii. What you can do to alleviate your office responsibilities to gain more market time.
 - iii. What are the office duties that only you should be doing, or can do, and what office duties can you have others do or help you with?
 - iv. Understanding that every time you do something someone else *could* do, it keeps you from doing something *only you* can do.
 - e. Write out a weekly plan, which includes specific goals, activities and priorities.

- f. Review plans on a daily basis and reset as your achievements are met.
- g. Schedule a specific time each day for the most important tasks.
- h. Understand "controllable" vs. "uncontrollable" time and schedule yourself realistically.

10. Completion of commitments/action steps page.

- a. Participants define in writing the following:
 - i. The old habits they want to change or eliminate.
 - ii. The new habits they want to develop.
 - iii. Steps they will take to ensure they began strongly.
 - iv. What they will do to keep themselves from straying from their new habits.
 - v. Who they will ask to help them and what they will ask of them.
- b. The document is signed and dated.
- c. Participants share and find trends.