



PROPOSAL

Time Management Workshop

Analysis & Design

Performance Analysis

Problem Statement

Mark K, the director of online programs at School of Hardknocks, has approached us for assistance with the creation of an instructional workshop to help students to manage their time in a better way. Recent survey results provided by Mark K show that while the majority of learners (85%) at School of Hardknocks develop a study plan which includes all important deadlines, most fail to properly account for study time and often submit their assignments at the very last minute. Also, additional reports by the school's faculty highlight that many students submit questions in regards to assignments only a few hours before their due date.

Expressed Need

In light of the problem described above, a 1-hour online instructor-led synchronous instructional workshop focused on various aspects of time management could address the challenges online students face when managing their time more which subsequently could increase the overall student engagement rate in overall online learning.

Initial research shows that many students taking online courses, particularly those new or with limited experience with online learning, struggle with proper management of their time to complete their course work in a timely manner.

To further explore the need for an instructional intervention, a time management survey has been sent to students currently enrolled in course XYZ to gain a better understanding of their level of knowledge of time management techniques and its application in real-life situations.

Actual Performance

Time management survey has been sent to graduate students at College of Hard Knocks currently enrolled in the online course which returned 59 responses that report the following:

- Approx. 66% of students reported that they are not familiar with many of the available time management techniques to help them manage their time better.

- Approx. 54% of students reported difficulties to balance their work, home life, school work and personal needs.
- Apporx. 54% of students use some type of time management system to help them manage their time.
- Apporx. 15% of students struggle with procrastination and distractions that hinders them to stay on track with their studies.
- Apporx. 8% of students experience anxiety when it comes to the course load or motivational issues when it comes to completing their course work.

Desired Performance

Based on the actual performance outlined above, by providing students with knowledge of various time management methods and tools available to them to manage their time more effectively, students will be able to apply their preferred time management techniques to their own schedule.

In addition, by being able to correctly estimate the use of their time, learn how to block time to each task, and create a daily/weekly schedule, students could create a daily plan of action to prevent distraction and procrastination.

Therefore, the desired performance for learners taking online courses is to incorporate time management techniques into their everyday life to be more aware of how they use their time, and become more efficient with planning on professional and personal levels.

Causes of Performance Problems

Lack of Knowledge:

- While most students may be familiar with online learning based on their educational background, approximately 66% of students currently enrolled in the course have not taken any type of time management training in the past.

- Approximately 70% of online students have not heard of the various time management techniques available to them to manage their time.
- Majority of students consider time management to be very important to produce quality work, but not many learners take advantage of tools like to-do lists, time tracking, pre-plan blocks of time for study, etc..
- Approximately 66% of learners believe that if they could manage their time better on a regular basis they would achieve better results.

Lack of Skills:

- Approximately 94% of students have a busy work schedule and other responsibilities while taking their online courses which presents difficulties for them to plan time to study and complete their assignments in a timely manner as other priorities may be more important and require their immediate attention.
- While the majority of students are confident in their ability to engage with online learning and produce quality work, most enjoy the interactive part that would allow them to connect with peers and increase motivation.

Need for Instructions

Based on the causes of performance issues listed above, it is determined that instruction is required to address:

- a) Lack of knowledge related to time management and how students can make the most out of the time available to them to succeed in their online learning environment and overall life.
- b) Lack of skills can be addressed by teaching students how to take advantage of available tools and resources to increase their productivity which will not only remove anxiety and frustration, but also promote a more focused workflow while eliminating distractions and procrastination.

Based on the findings in the survey's responses by the students, a 1-hour online instructor-led synchronous instructional workshop is recommended to fill the gap of

knowledge and skills while addressing motivational issues and being aware of distraction and procrastination that prevent students from performing at their best within the educational setting and personal life.

Target Audience

1. General Demographics

Gender:

Female (67.80%) Male (30.51%) Non-Binary (1.69%)

Based on the gender of survey respondents, the majority of students are female which could potentially mean, in addition to their school work and work life they are most likely to be caretakers which requires a substantial amount of time.

Age Groups:

21-30 (45.76%) 31-40 (25.42%) 41-50 (16.95%) 51-60 (10.17%) 61+ (1.69%)

Based on the age groups identified, all students are adults and the majority are below the age of 50 which could indicate a certain comfort level with taking advantage of available technology and digital tools to better manage their time.

Ethnicity:

White (61.1%) Hispanic (13.56%) Middle Eastern/ North African (8.47%) Black (6.78%) Asian (1.69%) American Indian / Alaska Native (1.69%) Indigenous to Guyana (1.69%)

Based on ethnic information, while the majority of students are white, consideration for other ethnicities, cultural backgrounds and time management customs should be considered.

Location:

United States (84.69%) Middle East/ North Africa (8.45%) Europe (3.39%) South America (1.69%) Non-Resident (1.69%)

Based on location, while the majority of students are located in the United States, selecting/suggesting an appropriate time for the online instructor-led synchronous

instructional workshop is crucial to allow students to participate. Also, issues with potential internet access and speed to be considered when creating the training.

Occupation:

Educational Settings (67.79%) Corporate Setting (23.72%) Student (3.39%) Health Professional (1.69%) Military (1.69%) None (1.69%)

Based on occupation, students come from mostly educational/corporate settings and will have some experience with time management on professional levels.

Academic Level:

Bachelor's Degree (83.05%) Master's Degree (13.56%) Ed.S K-12 Leadership (1.69%) Doctorate Degree (1.69%)

Based on academic levels, the majority of students will have some familiarity with online educational platforms and tools to join the training. Follow-up surveys may be required to determine which platform is best suitable for the training and the need for supportive instructional material about the training platform.

2. Learn Characteristics

- All students (59) report that time management skills are important for online study and most are willing to try out, and some even implement the newly acquired time management skills to increase their productivity. Therefore, introduction to time management methods and techniques will provide a solid foundation for students to better manage their time.
- Most students (55) are familiar with the online learning environment and only 4 are first time online course participants which means students may not require an introduction to online learning tools especially those already in use in their course. Follow-up interviews/surveys may be necessary.
- Some students (39) believe that by managing their time better they could achieve better results in their academic performance as well as their everyday life. By introducing tools and systems (*digital and analog*), students can find what works best for them and incorporate it into their routine.
- Based on statements provided by students, they are open to learning about various time management techniques, improving their time management skills and may benefit from visual aids and interactive training.

Instructional Goal

By the end of the workshop, learners will be able to apply time management techniques to their online learning environment and achieve a better work/study/life balance.

Instructional Objectives

- Given a variety of time management methods, learners will summarize each technique and its benefits with 80% accuracy.
- Given an outline for efficient time management workflow and list of available tools, learners will identify a preferred time management method to apply to his/her own schedule on a regular basis.
- Based on personal schedule, course deadlines, and selected time management techniques, learners will be able to prepare a weekly study schedule that includes all tasks and responsibilities, including regular study times for all courses.

Task Analysis

1. Concept of time and time management

1.1 Definition and brief history of time

1.1.1 Explain the concept of time and its history

1.1.1.1 Definition of time (slides)

- a) The measured or measurable period during which an action, process, or condition exists or continues.
- b) Nonspatial continuum that is measured in terms of events which succeed one another from past through present to future.
- c) An appointed, fixed, or customary moment or hour for something to happen, begin, or end.
- d) Moment, hour, day, or year as indicated by a clock or calendar.

1.1.1.2 History of time (video - TED - The history of keeping time - Karen Mensing - <https://ed.ted.com/lessons/the-history-of-keeping-time>)

1.2 Explain time management and its importance

1.2.1 What is time management?

1.2.1.1 Definition of time management: (slide)

Analysis of how working hours are spent and the prioritization of tasks in order to maximize personal efficiency in the workplace, school and life.

1.2.1.2 History: (slide)

The roots of all time management are in business. The industrial revolution of the 19th century and the rise of factories created a need to fabricate a new relationship with time. Factory work, unlike agrarian labor, demanded punctuality. People had to learn to live by the clock rather than by the sun.

In 1911, Frederick Winslow Taylor published *The Principles of Scientific Management*, presenting his theory of management based on the analysis and synthesis of workflows. The main objective of Taylorism, as it became known, was to improve worker productivity.

In sum, Taylorism consists of observing the work, finding the “one best” way of doing it, breaking the task into discrete actions, and having management then train the workers to do the task properly.

Reference:

<https://www.thebalancesmb.com/time-management-2948668>

1.2.1.3 Cultural Awareness (slides)

1.2.1.3.1 Linear time view:

Way of conceiving time as flowing from one moment to the next in a linear fashion. Predominant in American and most

Northern European countries. People in these cultures tend to place a large value on productive time management, and tend to avoid decisions or actions that would result in wasted time.

1.2.1.3.2 Multi-active time view:

Belief that the more activities or tasks being done at once the better (multi-tasking culture). Predominant in most Southern European countries. People often tend to spend time on things they deem to be more important such as placing a high importance on finishing social conversations. In business environments, they often pay little attention to how long meetings last, rather the focus is on having high quality meetings. In general, the cultural focus tends to be on synergy and creativity over efficiency.

1.2.1.3.3 Cynical time view:

Time is considered neither linear nor event related. Because days, months, years, seasons, and events happen in regular repetitive occurrences. Predominant in most countries in Asia, including Japan and China. More important to complete tasks correctly, therefore most people will spend more time thinking about decisions and the impact they will have, before acting on their plans.

Reference: https://en.wikipedia.org/wiki/Time_management

1.2.2 Time management skills and definitions (slides)

1.2.2.1 Goal setting: Process that starts with careful consideration of what you want to achieve, and ends with a lot of hard work to actually do it.

1.2.2.2 Planning: Process of making a plan for something.

1.2.2.3 Prioritizing: Process of designating or treating (something) as more important than other things.

1.2.2.4 Decision-making: Process of making choices by identifying a decision, gathering information, and assessing alternative resolutions.

1.2.2.5 Delegating: Process of entrusting (a task or responsibility) to another person, typically one who is less senior than oneself.

1.2.2.6 Scheduling: Process of arranging or planning (an event) to take place at a particular time.

1.2.3 Benefits vs disadvantages of time management (discussion)

2. Methods and techniques for time management

2.1 Explain time management methods & techniques (slides)

2.1.1 ABC Model

Method of time management in which each letter signifies the importance of the task to be completed.

Awareness - "A" tasks of greater importance to be finished first

Believe - "B" tasks that are essential but not urgent

Continuation - "C" tasks neither essential nor urgent

2.1.2 Pareto's Principle

This method, also known as the 80:20 rule, states that around 80% of your results come from 20% of your effort. Therefore, identifying 20% of most important tasks will enable 80% of productivity.

2.1.3 Covey's Time Management Grid

This method focuses on organizing priorities in a grid with four quadrants.

Q1 - urgent and important activities (*immediate/important deadlines*)

Q2 - not urgent but important activities (*long-term strategies & programs*)

Q3 - urgent and not important activities (*time pressured distractions*)

Q4 - not urgent and important activities (*yield little value / often breaks*)

2.1.4 Eisenhower Matrix

This method prioritizes tasks by assigning them to one of four categories:
urgent and important = DO

important but not urgent = DECIDE
urgent but not important = DELEGATE
not urgent and not important = DELETE

2.1.5 ALPEN Method

Allows for tasks to be determined and planned in a short period of time.

A: Activities, Tasks and Dates
L: Length of tasks, dates, and activities
P: Plan a buffer time for unplanned events
E: Execute a decision
N: Note and check completed tasks

2.1.6 RAC Method

This method requires monitoring of daily activities in detail before reviewing and adjusting schedules to eliminate time wasting.

R: Record - write down all tasks throughout the day
A: Analyze - how time was spent and find potential improvements
C: Change - adjust / replace time wasting habits

2.1.7 Mind Map

This method lists all tasks in a mapping system/ diagram to display how each goal is related or interconnected.

2.1.8 Pickle Jar Theory

This method focuses on the principles of a pickle jar filled first with rocks, then pebbles and sand (from big to small).

Rocks = important / must-do
Pebbles = daily tasks / average importance
Sand = unimportant tasks

2.1.9 Pomodoro Technique

This method is timer-based and relies on breaking work time into 25-minute chunks with 5-minute breaks in between. After 4 of these chunks (pomodoros) the break extends to 15-30 minutes. The system then resets back to the original 5-minute breaks.

2.1.10 SMART Goals

This method helps to clarify ideas and focus efforts on more effective use of time. In order for this method to be effective, each must meet the following criteria:

- S: Specific
- M: Measurable
- A: Achievable
- R: Relevant
- T: Time-Based

2.2 Compare time management methods/techniques (discussion)

2.2.1 Highlight similarities and differences between available methods/techniques

2.2.2 Relate how time management can be beneficial in real life situations

2.2.3 Ways to simplify time management methods for everyday life

3. **Ways to eliminate distractions & procrastination**

3.1 How to avoid distraction

3.1.1 Definition of distraction: (slide)

- Things that prevent someone from giving full attention to something else.
- Extreme agitation of the mind or emotions.

3.1.2 Common causes for distraction (slide)

Distraction is caused by: the lack of ability to pay attention; lack of interest in the object of attention; or the great intensity, novelty or attractiveness of something other than the object of attention. Distractions come from both external sources, and internal sources.

3.1.3 How to avoid distractions (discussion)

3.2 How to deal with procrastination

3.2.1 Definition of procrastination (slide)

The action of delaying or postponing something.

3.2.2 Common causes for procrastination (slide)

3.2.3 Four types of procrastinators

3.2.3.1 Performer: Does not allocate enough time to complete tasks or takes on too many tasks to start with.

3.2.3.2 Self-deprecator: Is really hard on him/herself if doesn't do something, and tends to blame inaction on laziness or stubbornness.

3.2.3.3 Overbooker: Is overwhelmed with all the self-scheduled tasks on the calendar and often uses the excuse of "I'm busy".

3.2.3.4 Novelty seeker: Constantly coming up with new ideas and projects to take only to get tired of them a week later.

Reference:

<https://www.businessinsider.com/main-types-of-procrastinators-how-to-avoid-accountability-coaches>

3.2.4 Hacks to eliminate procrastination (discussion)

4. **Tools and resource for time management**

4.1 What are time management tools

4.1.1 Definition time management tools: (slide)

Time management tools help businesses organize, schedule, and prioritize their tasks and projects. They are useful in tackling deadlines, making the best use of corporate resources, and managing deliverables with focus.

4.1.2 Types of tools for time management (slides)

4.1.2.1 Calendar (available in analog or digital format)

4.1.2.2 Note taking (available in analog or digital format)

4.1.2.3 Time tracker (available in analog or digital format)

4.1.2.4 Popular time management tools and software (discussion)

4.2 What to consider when selecting a tool

4.2.1 Identify preferred way to track and manage time (task)

4.2.2 Benefits of time tracking and management tools: (slide)
being organized, accountability, awareness of time spent and available,
ability to track past events,

4.2.3 Disadvantages of using time management tools (discussion)

4.3 Resources for time management

4.3.1 List of resources related to time management (video, articles, etc)

5. Time management workflow

5.1 What is workflow and how it relates to time management

5.1.1 Definition of workflow (slide)

Sequence of industrial, administrative, or other processes through which a piece of work passes from initiation to completion.

5.1.2 *REPEAT*: Definition of time management: (slide)

Analysis of how working hours are spent and the prioritization of tasks in order to maximize personal efficiency in the workplace, school and life.

5.1.3 Relationship between workflow and time management (discussion)

5.2 Importance of managing time for online students (slide)

5.2.1 Success: effective time management leads to increased productivity, better time allocation for study and better outcomes and grades.

5.2.2 Balance: awareness of free vs busy time allows to schedule time between responsibilities like work, family, study and personal life.

5.2.3 Stress: deadlines and not enough time allocated to complete assignments creates unnecessary stress and poorly performed tasks.

5.2.4 Free Time: proper time management can assist students to find personal time despite busy schedules and responsibilities.

5.3 Time blocking and estimation of time

5.3.1 Explain concept of time blocking (slide)

Practice of planning out every moment of your day in advance and dedicating specific time “blocks” for certain tasks and responsibilities.

5.3.2 What is time estimation (slide)

Process of accurately 'guessing' how long a piece of work will take to be completed.

5.3.3 Four step time estimation process (discussion)

5.3.3.1 Understand what's required.

5.3.3.2 Prioritize activities and tasks.

5.3.3.3 Decide who you need to involve.

5.3.3.4 Do your estimates.

5.4 Best practice to manage schedule

5.4.1 Ways to evaluate and track time (slide)

5.4.1.1 24-hour time tracking sheet (*or longer time periods*)

- 5.4.1.2 Tracking daily tasks/events for extended periods of time
- 5.4.1.3 Using time tracking tools to understand how time is used

5.4.2 Category buckets and time management

5.4.2.1 What are category buckets and to-do lists (slide)

Category buckets are topics that relate to various aspects within one's life. It's important that each bucket is specific to a certain topic.

To-do lists are running lists of all projects, tasks, appointments, etc that are pending, upcoming or are due, no matter how big or small.

5.4.2.2 Benefits of categorizing (slide)

Categorization helps to navigate or browse through collections of items or tasks. By grouping too many discrete items into understandable categories, you can quickly eliminate what is irrelevant or not interesting, and just pay attention to what matters most.

5.4.2.3 Sample categories for time management (discussion)

Personal time, project, travel, assignment, study, family, work, etc

5.5 Sample outline of time management workflow for online students (graphic)

5.5.1 Gather course schedule and syllabus for all courses

5.5.2 Take a calendar to enter all deadlines for tests, assignments, readings, etc.

5.5.3 Estimate time required for study and completion of assignments

5.5.4 Prioritize assignments and all required tasks by importance and urgency

5.5.5 Review available time on calendar for upcoming weeks

5.5.6 Assign blocks of time for schoolwork while considering personal schedule

5.5.7 Adjust schedule at start of week as necessary to meet all your deadlines

5.5.8 Create “daily top task” list of 3-4 important tasks to complete each day

5.5.19 Revise task list as needed on daily/weekly basis

6. Analyze and create focused time management workflow (school/work/personal)

6.1 Categorize 24-hour time tracking sheet (prerequisite: every student must complete before start of workshop / sheet will be provided by faculty)

6.1.1 Analyze where and how much time was spent over 24-hour time period

6.1.2 Create “potential” category buckets for school, work, and professional life

6.2 Compare educational, personal, and professional projects and deadlines

6.2.1 Review latest course schedule with deadlines for all your courses

6.2.2 Identify personal and professional agenda for next two weeks

6.3 Organize agenda for next two weeks (school/work/personal)

6.3.1 Get calendar for next two weeks (digital or analog)

6.3.2 List all deadlines, projects, course work, personal time, and important dates

6.3.3 Review time available on schedule

6.3.4 Enter deadlines and other due dates in calendar

6.3.5 Prioritize all other tasks by importance and urgency

6.3.6 Estimate time required to complete each task

6.3.6 Block time off on calendar for each task

6.3.7 Set reminders (if available) for tasks or deadline

6.3.8 Review agenda periodically and make necessary changes

7. Steps to create personal time management system for the next 90 days
(video lesson: shared with student to after the workshop as bonus content)

- 7.1 Select preferred time management method (digital/paper-based)
- 7.2 Decide on time tracking tool or method
- 7.3 List all important goals and project for next 90 days
- 7.4 Create list of all tasks for each project (with deadlines if applicable)
- 7.5 Rank every task for each project by importance
- 7.6 Choose projects tasks that need to be completed in next 30 days
- 7.7 Based on importance of task, estimate time needed to complete
- 7.8 Assign time blocks for all required tasks over next 4 weeks
- 7.9 Refine/adjust weekly schedule at beginning of each week as needed
- 7.10 Create reminders or reward system for completed tasks (if applicable)
- 7.11 Review daily schedule first thing in the morning and set priorities for the day
- 7.12 Update/rearrange schedule at the end of each day if necessary

Instructional Objectives	Type of Instructional Objectives (i.e., knowledge, skills/behaviors, attitudes)	Type of Assessment (e.g., Objective tests, Constructed-Response tests, Rubrics, Surveys, etc.)	Sample Assessment Item
Given a variety of time management methods, learners will summarize each technique and its benefits with 80% accuracy.	Knowledge	Selected Response (3-4 <i>multiple choice questions related to various time management methods</i>)	Which time management method does NOT use a grid to help determine the importance of a task? a) Pareto's Principle b) Eisenhower Matrix c) ABC Model d) ALPEN Method

			e) RAC Method
Given an outline for efficient time management workflow and list of available tools, learners will identify a preferred time management method to apply to his/her own schedule on a regular basis.	Behavior/Attitudes	Survey (3 questions on screen related to selection of time management technique with results shared right after answer submissions with all students)	<p>Q1: Do you currently use a time management system? Yes/No</p> <p>Q2: After what you've learned about time management, do you plan to apply any of the methods in the near future? Yes/Maybe/No</p> <p>Q3: Select one of the time management techniques that you would consider to implement in your time management system. <i>List of all methods and techniques</i></p>
Based on personal schedule, course deadlines, and selected time management techniques, learners will be able to prepare a weekly study schedule that includes all tasks and responsibilities, including regular study times for all courses.	Skill / Behavior	Checklist (step-by-step outline for creating your own schedule)	<p>Step 1: Select preferred time management method.</p> <p>Completed: Yes/ No</p> <p>Step 2: List all important goals, projects and deadlines for the next two weeks.</p> <p>Completed: Yes/ No</p> <p>and so on ...</p>

Instructional Strategies

Motivational Strategy / Warm-up Activity

Motivational Tasks:

Two-question “raise *your hand*” survey to establish how many students currently think they manage their time well and how many would like to improve their time management skills. Followed by brief mention of what the students will get out of this training (i.e., better understanding of how time is used, new techniques to be applied to own time management, potential increase in free time, etc.).

Clarifications of Objectives:

Instructor will briefly mention the different time management techniques and how creating a workflow can help students to manage their time more effectively which will make them more successful with their online study.

Confirmation of prerequisite knowledge and skills (if any):

Mandatory pre-workshop 24-hour time tracking exercise, submitted by students via google form will help instructors to assess students' use of time and establish which areas of time management require most attention during training.

Since all students already are familiar with the online learning environment, no further support for workshop tech is anticipated. But given the introduction of time management tools, especially digital ones, a tutorial about such tools should be in place and available for students who may not be familiar with such.

Furthermore, mention of having available their personal, work and school schedule for the next two weeks available to review will be crucial for successfully engaging in the hands-on task in unit 6.

Select a time for a workshop that accommodates all students in different parts of the world, no matter which time zone.

Given the interactive nature of the workshop, the instructor may need a tech assistant during the workshop (=> *not sure this info would go in this section*).

Instructional Objective #1

Given a variety of time management methods, the learner will summarize each technique and its benefits with 80% accuracy.

Content / Initial Presentation

Content:

1. Concept of time and time management

1.1 Definition and brief history of time

1.1.1 Explain the concept of time and its history

1.1.1.1 Definition of time (*slide*)

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1.1.1.2 History of time (video - TED - The history of keeping time - Karen Mensing - <https://ed.ted.com/lessons/the-history-of-keeping-time>)

1.2 Explain time management and its importance

1.2.1 What is time management?

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1.2.1.3 Cultural Awareness (3 slides)

1.2.1.3.1 Linear time view:

Way of conceiving time as flowing from one moment to the next in a linear fashion. Predominant in American and most Northern European countries. People in these cultures tend to place a large value on productive time management and tend to avoid decisions or actions that would result in wasted time.

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2. Methods and techniques for time management

2.1 Explain time management methods & techniques (slides)

2.1.1 ABC Model

Method of time management in which each letter signifies the importance of the task to be completed.

Awareness - "A" tasks of greater importance to be finished first

Believe - "B" tasks that are essential but not urgent

Continuation - "C" tasks neither essential nor urgent

2.1.2 Pareto's Principle

This method, also known as the 80:20 rule, states that around 80% of your results come from 20% of your effort. Therefore, identifying 20% of most important tasks will enable 80% of productivity.

2.1.3 Covey's Time Management Grid

This method focuses on organizing priorities in a grid with four quadrants.

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Q4 - not urgent and important activities (*yield little value / often breaks*)

2.1.4 Eisenhower Matrix

This method prioritizes tasks by assigning them to one of four categories:

urgent and important = DO

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urgent but not important = DELEGATE

not urgent and not important = DELETE

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This method allows for tasks to be determined and planned in a short period of time.

A: Activities, Tasks and Dates

L: Length of tasks, dates, and activities

P: Plan a buffer time for unplanned events
E: Execute a decision
N: Note and check completed tasks

2.1.6 RAC Method

This method requires monitoring of daily activities in detail before reviewing and adjusting schedules to eliminate time wasting.

R: Record - write down all tasks throughout the day
A: Analyze - how time was spent and find potential improvements
C: Change - adjust / replace time wasting habits

2.1.7 Mind Map

This method lists all tasks in a mapping system/ diagram to display how each goal is related or interconnected.

2.1.8 Pickle Jar Theory

This method focuses on the principles of a pickle jar filled first with rocks, then pebbles and sand (from big to small).

Rocks = important / must-do
Pebbles = daily tasks / average importance
Sand = unimportant tasks

2.1.9 Pomodoro Technique

This method is timer-based and relies on breaking work time into 25-minute chunks with 5-minute breaks in between. After 4 of these chunks (Pomodoro's) the break extends to 15-30 minutes. The system then resets back to the original 5-minute breaks.

2.1.10 SMART Goal Setting

This method helps to clarify ideas and focus efforts on more effective use of time. For this method to be effective, each must meet the following criteria:

S: Specific
M: Measurable
A: Achievable
R: Relevant
T: Time-Based

2.2 Compare time management methods/techniques (*discussion*)

2.2.1 Highlight similarities and differences between available methods/techniques

2.2.2 Relate how time management can be beneficial in real life situations

2.2.3 Ways to simplify time management methods for everyday life

3. Ways to eliminate distractions & procrastination

3.1 How to avoid distraction

3.1.1 Definition of distraction: (*slide*)

a) Things that prevent someone from giving full attention to something else.

b) Extreme agitation of the mind or emotions.

3.1.2 Common causes for distraction (*slide*)

Distraction is caused by the lack of ability to pay attention; lack of interest in the object of attention; or the great intensity, novelty or attractiveness of something other than the object of attention. Distractions come from both external sources, and internal sources.

3.1.3 How to avoid distractions (*list: student give answers*)

3.2 How to deal with procrastination

3.2.1 Definition of procrastination (*slide*)

The action of delaying or postponing something.

3.2.2 Common causes for procrastination (*slide*)

Abstract goals, rewards that are far in the future, feeling overwhelmed, anxiety, task aversion, perfectionism, etc.

3.2.3 Four types of procrastinators (*slides*)

3.2.3.1 Performer: Does not allocate enough time to complete tasks or takes on too many tasks to start with.

3.2.3.2 Self-deprecator: Is really hard on him/herself if doesn't do something and tends to blame inaction on laziness or stubbornness.

3.2.3.3 Overbooker: Is overwhelmed with all the self-scheduled tasks on the calendar and often uses the excuse of "I'm busy".

3.2.3.4 Novelty seeker: Constantly coming up with new ideas and projects to take only to get tired of them a week later.

Reference:

<https://www.businessinsider.com/main-types-of-procrastinators-how-to-avoid-accountability-coaches>

3.2.4 Hacks to eliminate procrastination (*list: student give answers*)

Methods of instruction/presentation:

Presentation:

1. Slide with definition of time
2. Slide with TED Talk video (*approx. 4min*) about history of time
3. Slide with definition of time management
4. Slide with brief history of time management
5. Slides (3) about cultural awareness (linear, multi-active & cynical time view)
6. Slides (6) with time management skills and definitions (goal setting, planning, prioritizing, decision-making, delegating and scheduling)

Class Discussion Prompt:

Benefits vs disadvantages of time management (*max. 5 min - instructor will write down answers on shared whiteboard*)

Presentation (*continued*):

7. Slides for each time management method definition with samples
 - a. ABC Model
 - b. Pareto's Principle / 80:20 Rule
 - c. Covey's Time Management Grid
 - d. Eisenhower Matrix
 - e. ALPEN Method
 - f. RAC Method
 - g. Mind Mapping

- h. Pickle Jar Theory
- i. Pomodoro Technique
- j. SMART Goal Setting

Class Discussion Prompt:

Compare time management methods/techniques (*max.5 min*)

Selected response test / multiple-choice on screen:

Students will be asked to submit 3-4 answers to multiple choice questions based on time management methods.

Presentation (*continued*):

- 8. Slide with definition of distraction
- 9. Slide with common causes for distraction
- 10. Slide with question: How to avoid distraction? (*3-5 min - instructor will write down answers on shared whiteboard*)
- 11. Slide with definition of procrastination
- 12. Slide with common causes for procrastination
- 13. Slides (4) with four types of procrastinators (performer, self-deprecator, overbooker, novelty seeker)
- 14. Slide with question: How to eliminate procrastination? (*3-5 min - instructor will write down answers on shared whiteboard*)

Examples:

Discussion will be instructor prompted and students will be asked to type answers into a workshop chat box and instructor will repeat/write answers down on a whiteboard visible to all students on screen.



Video will be shared as part of the presentation.

TED Talk - The history of keeping time - Karen Mensing
<https://ed.ted.com/lessons/the-history-of-keeping-time>

Generative Strategy / Learner Participation

Practice items and activities:

Recall: Students will be asked to select an answer to 3-4 multiple-choice questions as part of the presentation. On-screen quiz tools inside the presentation will be utilized for easy access and selection process.

Sample:

Which time management method does NOT use a grid to help determine the importance of a task?

- f) Pareto's Principle
- g) Eisenhower Matrix
- h) ABC Model
- i) ALPEN Method
- j) RAC Method

Feedback:

After submission of the quiz, students will receive an automated email with results and suggestions on what should be reviewed to better understand the content.

In addition, asking students to participate in short class discussion, students misunderstanding a topic can be corrected with instructor feedback.

Instructional Objective #2

Given an outline for efficient time management workflow and list of available tools, the learner will identify a preferred time management method to apply to his/her own schedule on a regular basis.

Content / Initial Presentation

Content:

4. Tools and resource for time management

4.1 What are time management tools

4.1.1 Definition time management tools: (*slide*)

Time management tools help businesses organize, schedule, and prioritize their tasks and projects. They are useful in tackling deadlines, making the best use of corporate resources, and managing deliverables with focus.

4.1.2 Types of tools for time management (*slide*)

4.1.2.1 Calendar (available in analog or digital format)

4.1.2.2 Note taking (available in analog or digital format)

4.1.2.3 Time tracker (available in analog or digital format)

4.1.3 Popular time management tools and software (*list: answers by students*)

4.2 What to consider when selecting a tool

4.2.1 Benefits of time tracking and management tools: (*slide*) being organized, accountability, awareness of time spent and available, ability to track past events,

4.2.2 Identify preferred way to track and manage time (*task*)

4.3 Resources for time management

4.3.1 List of resources related to time management (video, articles, etc.)

5. Time management workflow

5.1 What is workflow and how it relates to time management

5.1.1 Definition of workflow (*slide*)

Sequence of industrial, administrative, or other processes through which a piece of work passes from initiation to completion.

5.1.2 *REPEAT*: Definition of time management: (*slide*)

Analysis of how working hours are spent and the prioritization of tasks to maximize personal efficiency in the workplace, school and life.

5.1.3 Relationship between workflow and time management (*slide*)

“By combining effective time management with simplified workflow, everyone can become a master of their own schedule”. - Unknown

5.2 Importance of managing time for online students (*slide*)

5.2.1 Success: effective time management leads to increased productivity, better time allocation for study and better outcomes and grades.

5.2.2 Balance: awareness of free vs busy time allows to schedule time between responsibilities like work, family, study, and personal life.

5.2.3 Stress: deadlines and not enough time allocated to complete assignments creates unnecessary stress and poorly performed tasks.

5.2.4 Free Time: proper time management can assist students to find personal time despite busy schedules and responsibilities.

5.3 Time blocking and estimation of time

5.3.1 Explain concept of time blocking (*slide*)

Practice of planning out every moment of your day in advance and dedicating specific time “blocks” for certain tasks and responsibilities.

5.3.2 What is time estimation (*slide*)

Process of accurately 'guessing' how long a piece of work will take to be completed.

5.3.3 Four step time estimation process (*slide*)

5.3.3.1 Understand what's required

5.3.3.2 Prioritize activities and tasks

5.3.3.3 Decide who you need to involve

5.3.3.4 Do your estimates

5.4 Best practice to manage schedule

5.4.1 Ways to evaluate and track time (*slide*)

5.4.1.1 24-hour time tracking sheet (*or longer time periods*)

5.4.1.2 Tracking daily tasks/events for extended periods of time

5.4.1.3 Using tracking tools to understand how time is used

5.4.2 Category buckets and time management

5.4.2.1 What are category buckets and to-do lists (*slide*)

Category buckets are topics that relate to various aspects within one's life. It's important that each bucket is specific to a certain topic.

To-do lists are running lists of all projects, tasks, appointments, etc. that are pending, upcoming or are due, no matter how big or small.

5.4.2.2 Benefits of categorizing (*slide*)

Categorization helps to navigate or browse through collections of items or tasks. By grouping too many discrete items into understandable categories, you can quickly eliminate what is irrelevant or not interesting, and just pay attention to what matters most.

5.4.2.3 Sample categories for time management (*list: student give answers*)

Personal time, project, assignment, study, family, work, etc.

5.5 Sample outline of time management workflow for online students (graphic)

- 5.5.1 Gather course schedule and syllabus for all courses
- 5.5.2 Take a calendar to enter all deadlines for tests, assignments, readings, etc.
- 5.5.3 Estimate time required for study and completion of assignments
- 5.5.4 Prioritize assignments and all required tasks by importance and urgency
- 5.5.5 Review available time on calendar for upcoming weeks
- 5.5.6 Assign blocks of time for schoolwork while considering personal schedule
- 5.5.7 Adjust schedule at start of week as necessary to meet all your deadlines
- 5.5.8 Create “daily top task” list of 3-4 important tasks to complete each day
- 5.5.19 Revise task list as needed on daily/weekly basis

Methods of instruction/presentation:

Presentation (continued):

- 15. Slide with definition of time management tools
- 16. Slide with types of tools to manage time (calendar, note taking, time tracking)
- 17. Slide with question: What time management tools do you know? (3-5 min - *instructor will write down answers on shared whiteboard*)
- 18. Slide with benefits of time tracking and time management tools (being organized, accountability, awareness of time spent and available, ability to track past events, etc.)
- 19. Slide with a survey prompt.

On-screen survey:

Students will be asked to provide answers to three questions via an online survey tool and answers will be shared anonymously after submission.

Presentation (continued):

- 20. Slide with a list of resources related to time management (video, articles)
- 21. Slide with definition of workflow
- 22. Slide with definition of time management (*repeat from previous section*)

23. Slide with quote: "By combining effective time management with simplified workflow, everyone can become a master of their own schedule". - Unknown
24. Slide about the importance of managing time for online students (success, balance, stress, free time)
25. Slide explaining the concept of time blocking
26. Slide explaining the concept of time estimation
27. Slide with a four-step process for estimating time (understand what's required, prioritize activities and tasks, decide who you need to involve, do your estimates)
28. Slide with ways to evaluate time (24-hour tracking sheet, daily task/event tracking, tracking tools to understand time usage)
29. Slide with definition of category buckets and to-do lists
30. Slide with benefits of categorizing
31. Slide with question: Name categories for time management: personal time, project, assignment, study, family, work, etc(*list: instructor will write down student answers on shared whiteboard*)
32. Slide with sample outline for time management workflow & downloadable infographic link

Examples:

On-screen surveys will prompt students to answer three questions and anonymous answers will be shared with the class post submission.



Sample infographic with step-by-step instructions for students to download and use as a template when creating their own schedule.

Practice items and activities:

Organization: By showing a sample outline of time management workflow, students will be able to compare and contrast their own time management and planning skills.

Sample: Infographic will be provided briefly outlining every single step on how to approach effective time management workflow.

Elaboration: Tasking students with selecting a preferred method as they are learning about various approaches to time management will deepen the relationship between what they already know/do while asking them to recall the newly acquired knowledge about time management methods.

Sample: Question from on-screen survey.

Q3: Select one of the time management techniques that you would consider implementing in your time management system.

- a. ABC Model
- b. Pareto's Principle / 80:20 Rule
- c. Covey's Time Management Grid
- d. Eisenhower Matrix
- e. ALPEN Method
- f. RAC Method
- g. Mind Mapping
- h. Pickle Jar Theory
- i. Pomodoro Technique
- j. SMART Goal Setting

Feedback:

Shared survey outcomes may promote encouragement for students to give time management workflow a try since peers are also willing to give it a try.

In addition, asking students to provide answers to prompts, students' understanding of what a time management tool is can be corrected by the instructor.

Instructional Objective #3

Based on personal schedule, course deadlines and selected time management techniques, the learner will prepare a weekly study schedule at the start of each week.

Content / Initial Presentation

Content:

6. Analyze and create focused time management workflow (*school/work/personal*)

6.1 Categorize 24-hour time tracking sheet (*prerequisite: every student must complete before start of workshop / sheet will be provided by faculty*) (*slide*)

6.1.1 Analyze where and how time was spent over 24-hour period

6.1.2 Create “potential” category buckets for school, work, and professional life

6.2 Compare educational, personal, and professional projects and deadlines

6.2.1 Review course schedule with deadlines for all your courses

6.2.2 Identify personal and professional agenda for next two weeks

6.3 Organize agenda for next two weeks (*school/work/personal*)

6.3.1 Get calendar for next two weeks (digital or analog)

6.3.2 List all deadlines, projects, course work, personal time, and important dates

6.3.3 Review time available on schedule

6.3.4 Enter deadlines and other due dates in calendar

6.3.5 Prioritize all other tasks by importance and urgency

6.3.6 Estimate time required to complete each task

6.3.6 Block time off on calendar for each task

6.3.7 Set reminders (if available) for tasks or deadline

6.3.8 Review agenda periodically and make necessary changes

7. Steps to create a personal time management system for the next 90 days
(video lesson: shared with student after the workshop as bonus content)

- 7.1 Select preferred time management method (digital/paper-based)
- 7.2 Decide on time tracking tool or method
- 7.3 List all important goals and projects for next 90 days
- 7.4 Create list of all tasks for each project (with deadlines if applicable)
- 7.5 Rank every task for each project by importance
- 7.6 Choose projects tasks that need to be completed in next 30 days
- 7.7 Based on importance of task, estimate time needed to complete
- 7.8 Assign time blocks for all required tasks over next 4 weeks
- 7.9 Refine/adjust weekly schedule at beginning of each week as needed
- 7.10 Create reminders or reward system for completed tasks (if applicable)
- 7.11 Review daily schedule first thing in the morning and set daily priorities
- 7.12 Update/rearrange schedule at the end of each day if necessary

Methods of instruction/presentation:

Presentation (continued):

- 33. Slide with prompt to review 24-hour time tracking report to analyze.
- 34. Slide with prompt to create categories for personal, professional, and school.
- 35. Slide with prompt to review school, work, and personal schedule for next two weeks.
- 36. Slide with step-by-step instructions on how to organize agenda

Task:

Students work on their own agenda following the on-screen instructions while the instructor is available for questions and assistance as needed.

Presentation (continued):

- 37. Slide with a prompt to “Ask Questions” related to time management.
- 38. Slide with post task checklist questions.
- 39. Slide with information on how to access the “bonus” video tutorial.
- 40. Slide with wrap-up information: recording will be shared, post workshop survey, additional resources or other related workshops offered, etc.

Examples:



Agenda template (interactive pdf) will be provided to students to download and make working on creating their own schedule easier.

Additional video training that outlines how students can effectively plan for the next 90 days will be provided as a bonus after completion of the workshop.

Generative Strategy / Learner Participation

Practice items and activities:

Recall: By including a post task checklist, students can see if they have completed all steps required to plan out their upcoming two weeks. It also helps to review each of the steps explored during the workshop.

Sample:

Step1: Select preferred time management method. Y/ N

Step 2: List all important goals, projects, and deadlines for the next two weeks. Y/ N

Step 3: etc.

Organization: By showing a sample outline of time management workflow, students will be able to compare and contrast their own time management and planning skills.

Sample: Infographic will be provided briefly outlining every single step on how to approach effective time management workflow.

Feedback:

Students are given time to work on their own schedule with access to the instructor should additional/specific questions arise.

During the “Ask Questions” section of the workshop, students are encouraged to seek clarification by asking questions related to time management.