

Leo Advancement Sessions

Time Management



Instructor Guide

Session Time: 60 minutes

USING THE INSTRUCTOR GUIDE

The Instructor Guide is designed to support the instructor, providing a training overview for each session of the curriculum, complete with facilitation notes and requirements for delivery. Helpful hints and guidelines are included in the Instructor Guide such as recommended speaking notes, step-by-step instructions for interactive activities, recommendations for timing of each session, and samples of handouts used in each session.

The Instructor Guide (IG) is designed to provide the instructor with all the direction necessary to deliver the training content with the intended message and according to the intended approach. Descriptions of the basic sections of the IG and examples of content follow.

Session Background

Gives a brief overview of the session

Session Objectives

States the objectives of the session

Session Preparation

States the equipment, materials, and suggested room setup needed for the session

Session Timeline

Provides a session sequence with suggested times

SESSION CONTENT (INTRODUCTION, MODULES, CONCLUSION)

This part of the Instructor Guide is a step-by-step tool you will want to follow to ensure that all objectives are met, that all the content is examined in an effective manner, that activities are correctly conducted and debriefed, and that timelines are met.

Below are examples of **directives**. A directive begins with a command word followed by text. Directives usually suggest what you want to say or ask and what responses you may expect from the participants. Some common command words are: *State, Show, Ask, and Transition*. You are **NOT** expected to repeat the text in a directive word-for-word. It is better when you put things into your own words. Rather, it is meant to make sure you have what you need to convey the message fully.

State

It seems that some of us question the idea of this academic effort. We do not see its immediate need or even its usefulness in the long run.

Ask

Is it possible that as adults we have become more selective about our learning?

Below is an example of an **instructor note**. Instructor notes are meant to provide you with background information or with suggestions on delivering or facilitating a specific part of the session. Instructor notes also remind you to refer participants to their Participant Manuals or to make sure that specific material is covered.

Allow participants a few minutes to read through the list of characteristics and select the ones that are adult related. They can work individually or in pairs. They may want to read the entire list first before deciding.

After 3-4 minutes go over the answers.

SESSION BACKGROUND

While we all wish we had more time, we know that there are a limited number of minutes and hours in a day. As leaders, it is important to balance our personal, professional, and Leo lives by effectively managing our time. This session reviews some of the obstacles that can make time management difficult and identifies solutions that will help participants overcome those obstacles.

SESSION OBJECTIVES

At the end of this session, participants will be able to:

- Describe the importance of time management
- Recognize common obstacles to effective time management
- Identify strategies for achieving effective time management

SESSION PREPARATION

MATERIALS

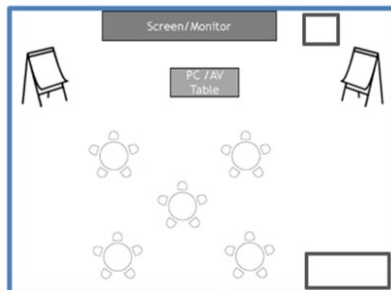
- Instructor Guide
- Participant Manual
- PowerPoint slides
- Optional Items:
 - Vase or clear jar
 - Rocks
 - Small cup of gravel
 - Small cup of sand
 - Water

EQUIPMENT

- Computer
- Projector and screen
- Flipchart and markers

SUGGESTED ROOM SETUP

Due to the interactive and discussion-based nature of the sessions, the below seating arrangement is suggested.



ACTION ICONS



**Refer to
Participant
Manual**



**Record on Flip
Chart**

SESSION TIMELINE

<i>Component</i>	<i>Overview of Instruction</i>	<i>Materials</i>
INTRODUCTION <i>(8 minutes)</i>	Presentation/Discussion: Session Overview Activity: Time Management Case Study	PowerPoint Participant Manual
MODULE 1: <i>Obstacles to Time Management</i> <i>(19 minutes)</i>	Presentation/Discussion: Obstacles to Time Management Activity: Case Study Revisited - Obstacles	PowerPoint Participant Manual
MODULE 2: <i>Strategies for Effective Time Management</i> <i>(25 minutes)</i>	Presentation/Discussion: Strategies of Effective Time Management Activity: Time Squared	PowerPoint Participant Manual
CONCLUSION <i>(8 minutes)</i>	Presentation: Session Summary Activity: Big Rocks	PowerPoint Participant Manual Optional: Large jar or vase Rocks Gravel Sand Water
<i>Total Time: 60 minutes</i>		

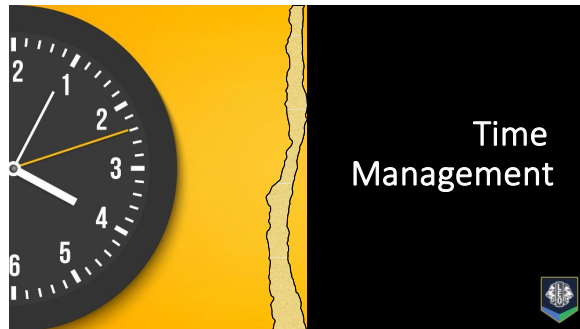
INTRODUCTION

Total Time: 8 minutes

PRESENTATION/DISCUSSION: SESSION OVERVIEW (3 MINUTES)

Show

| *Display Slide 1: Session Title*



Ask

By a show of hands, has anyone ever felt that there aren't enough minutes and hours in the day to get everything done?

| *Encourage participants to raise their hand if they can identify with the question.*

Show

| *Display Slide 2: Importance of Time Management*



State

Managing tasks, projects, commitments, and the responsibilities of being a Leo, in addition to those priorities in our personal and professional lives, can often be challenging. In fact, it can almost feel like you're juggling too many things at one time.

Ask

How can poor time management affect our lives?

Allow 1-2 participants to respond.

Responses may include:

- *Increased personal/professional stress*
- *Less time to spend with family, friends, or for leisure activities*
- *Tasks/projects are late or go unfinished*
- *Everything always seems urgent*
- *People may view you as unreliable*

State

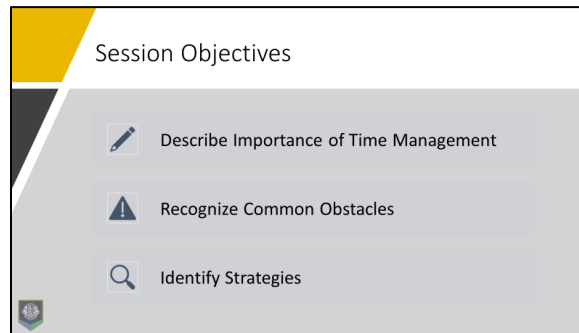
Poor time management can negatively impact our lives, but with the right strategies we can effectively manage our time and increase our productivity, experience less stress, have more time for the things we enjoy, complete things on time, and achieve our goals.

State

This session focuses on something we all wish we had more of, time. We will explore ways to effectively manage our time so we can work smarter, not harder, to accomplish everything that needs to be done.

Show

| ***Display Slide 3: Session Objectives***

**State**

At the end of this session, you will be able to:

- Describe the importance of time management
- Recognize common obstacles to effective time management
- Identify strategies for achieving effective time management

PRESENTATION/DISCUSSION: TIME MANAGEMENT CASE STUDY (5 MINUTES)

State

We will begin the session with a case study that may remind many of you of your own lives as busy Leos.



| ***Refer participants to pages 1 and 2 in the participant manual.***

Ask

Who would like to volunteer to read the case study out loud?

| ***A copy of the case study is located in the Appendix of this guide.***

Ask

Do you think Chris effectively managed time throughout the day?

Responses should be that no, Chris does not effectively manage time.

Ask

Can anyone identify with Chris's situation in this case study?

Some participants will likely respond that they have been in a situation like Chris's.

State

Throughout the rest of this session, we will revisit the case study to discuss the obstacles that Chris is facing and the strategies that may help manage time more effectively.

MODULE 1: OBSTACLES TO TIME MANAGEMENT

Total Time: 19 minutes

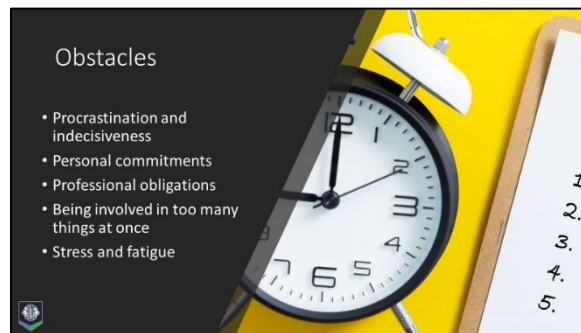
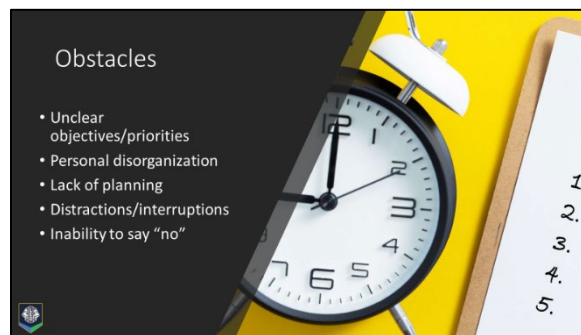
PRESENTATION/DISCUSSION: OBSTACLES OF EFFECTIVE TIME MANAGEMENT (9 MINUTES)

State

One of the reasons time management can be so difficult is because there are obstacles that can get in the way and impact our ability to get things done.

Show

| *Display Slides 4-5: Obstacles*



| *Refer participants to page 3 in the participant manual and review the common obstacles to effective time management listed on slides 4 and 5.*

Ask

Can anyone think of a time when they have experienced one or more of the obstacles listed on page 3?

| *Allow 1 -2 participants to share their experience.*

Ask

Has anyone experienced other obstacles that have impacted their ability to effectively manage time?

| *Allow 1 – 2 participants to share. Responses will vary.*

State

Now that we've identified some obstacles to effective time management, we will now revisit the case study to identify which obstacles impacted Leo Club President Chris.

ACTIVITY: CASE STUDY REVISITED – OBSTACLES (10 MINUTES)

Divide participants into small groups of 5 – 6 if they are not already sitting at tables of 5 – 6.

Refer participants back to pages 1-2 (case study) of their participant manual.

Provide the following instructions:

- *In small groups, take 5 minutes to review the case study and identify the obstacles that Leo Club President Chris experienced (refer to page 3 in the participant manual for a list of obstacles).*

Begin activity.

Call time after 5 minutes.

Debrief the activity. (5 minutes)

Allow up to five groups to report one of the obstacles they identified. Once the groups have reported an obstacle, allow additional groups to identify any remaining obstacles, if time allows.

Responses should include:

- *Unclear objectives/priorities: Chris seems to have difficulty prioritizing tasks and projects. For example, working on a presentation for the upcoming district convention may be a bigger priority than personal email.*

- **Personal disorganization:** Chris forgot the materials needed for the club meeting, requiring an additional trip home before the meeting. Chris also misplaced a meeting agenda and a stack of client forms.
- **Lack of planning:** Chris did not plan for the work meeting and had to prepare for it at the last minute.
- **Distractions/interruptions:** Chris has difficulty getting work done because of interruptions from phone calls and visitors in the office.
- **Inability to say “no”:** Chris agrees to help a coworker with a work project, even though there isn’t enough time.
- **Procrastination:** Chris is procrastinating on creating a presentation for the district convention, even though it is just two weeks away.
- **Personal commitments:** Chris promised to help a friend pack for a stressful move to a new city.
- **Professional obligations:** In addition to a huge workload, Chris is appointed to be the project manager for a new assignment.
- **Being involved in too many commitments at the same time:** In addition to a busy work life and responsibilities at home, Chris is a club president, committee chairperson on a club project, and presenter at an upcoming district convention.
- **Stress and fatigue:** Chris oversleeps due to exhaustion from being so busy. Chris’s lack of time management results in stress in many areas of life. For example, oversleeping causes lateness to work.

If groups were not originally at tables, they can return to their original seats.

State

Better time management starts with the identification of obstacles. The next step is to utilize one or more time management strategies to help overcome those obstacles. We will discuss some of these strategies now.

MODULE 2: STRATEGIES FOR EFFECTIVE TIME MANAGEMENT

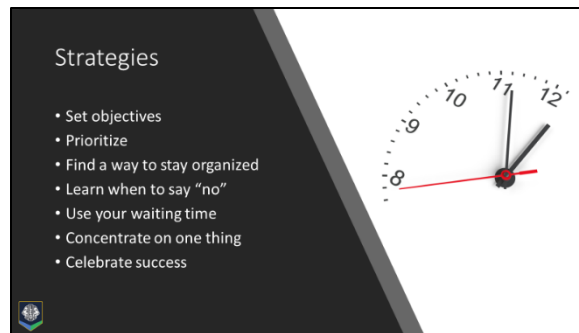
Total Time: 25 minutes

PRESENTATION/DISCUSSION: STRATEGIES FOR EFFECTIVE TIME MANAGEMENT (13 MINUTES)

State

Everyone encounters obstacles that can inhibit their abilities to effectively manage their time. Luckily, there are some strategies we can employ to help us overcome those obstacles and make the most effective use of our time.

| Display Slides 6: Strategies



Refer participants to page 4 in the participant manual and review the common strategies for effective time management listed on slide 6 and on page 4 in the participant manual.

A copy of the strategies for effective time management are also in the Appendix of this guide.

Ask

Does anyone have any other strategies they find to be effective in managing their time?



Capture responses on a flipchart, if available. Encourage participants to write additional strategies in the “Notes” section of their participant manual.

State

Now let’s revisit our case study one more time to determine if Chris could have benefitted from one or more of these strategies.



Refer participants back to pages 1-2 in the participant manual.

Inform participants to take 5 minutes to review the case study and identify which of the strategies from page 4 in their participant manual may have helped Chris manage time more effectively.

The strategies should also still be displayed on Slide 6.

Ask

Who would like to share one strategy that Chris can use to manage time more effectively?

Allow 3-4 participants to share.

Responses should include:

- ***Set objectives***
- ***Prioritize***
- ***Find a way to stay organized***
- ***Learn when to say “no”***
- ***Concentrate on one thing at a time***

State

Even the busiest leaders can benefit from making some of these strategies a habit.

ACTIVITY: TIME SQUARED (12 MINUTES)

State

Now let's take it to a more personal level. Let's do an activity that will demonstrate how you spend your time daily. This may help you to identify how you can use the strategies learned to be more productive.

| ***Refer participants to pages 5 - 8 in the participant manual.***

Show

| ***Display Slide 7: Time Squared Example – Routine (Daily) Activities***

Time Squared Example Routine (Daily) Activities			
Sleep	Sleep	Sleep	Sleep
Sleep	Sleep	Sleep	Coffee/ Breakfast
TV/Video Games	Social Media	Exercise/Hobbies	Getting ready for work/school
Driving	Dinner	Family/ Friends	Chores

State

In your participant manual you will find three pages of squares starting on page 6. Each page has 24 squares which represents the hours in a day. Each square represents one hour. We will focus on one page at a time.

Using the first page of squares, which represent one day, write routine activities in the squares, such as sleeping, bathing, eating, TV time, etc. Things you do on most days. Remember, each square represents one hour. You can divide the squares as needed but remember, don't overthink it. You have 3 minutes to do this.

| ***Allow participants 3 minutes to complete the first page of the Time Squared activity.***

Show

Display Slide 8: Time Squared Example - Non-Working Time at Work/School

Time Squared Example Non-Working Time at Work/School			
Breaks	Personal conversations		
Personal emails/texts	Lunch		

State

Now, on the second page of squares, fill in your non-working time spent at work or school. Examples are coffee breaks, checking your phone, personal conversations with co-workers or classmates, etc.

Allow participants 2 minutes to complete the second page of the Time Squared activity.

Show

Display Slide 9: Time Squared Example – Routine Activities and Non-working Time

Time Squared Example Routine Activities and Non-Working Time			
Sleep	Sleep	Sleep	Sleep
Sleep	Sleep	Sleep	Coffee/ Breakfast
TV/Video Games	Social Media	Exercise/Hobbies	Getting ready for work/school
Driving	Dinner	Family/ Friends	Breaks
Personal conversations			Personal emails/texts
Lunch			

The empty squares
represent
productive time.

State

Finally, take what you have written on the first and second pages of the Time Squared activity and write all the activities on the third page of squares.

Allow participants 3 minutes to compile the information from pages 1 and 2 of the Time Squared activity onto the third page of squares.

Debrief activity by explaining the empty squares on the third page represent their productive time. The participants should use page 3 of the squares to identify areas in their day where they can apply the strategies learned in this session to free up time so that additional productive activities can be accomplished in a day.

Ask

Now turn to your neighbor and share what you learned from the activity.

Allow 4 minutes for the participants to share with their neighbor.

Great! We've reviewed obstacles and strategies of time management. By doing the Time Squared activity, hopefully you were able to identify where you have some non-productive time during your day and can determine how to use the strategies to make room for productive time. Remember, the goal is to work smarter, not harder.

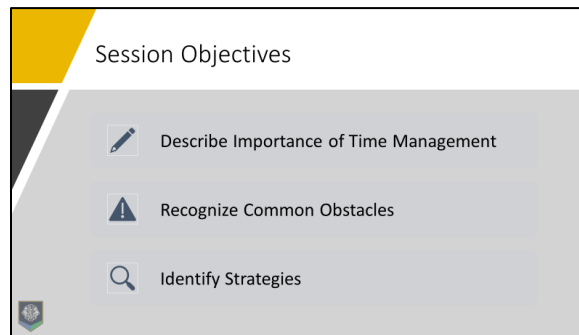
Let's go ahead and review our session objectives to see if we have met them.

CONCLUSION: SESSION SUMMARY

Total Time: 15 minutes

PRESENTATION: SESSION SUMMARY (3 MINUTES)

| *Display Slide 10: Session Objectives*



Ask

Did we meet our objectives?

State

You may find that being a Leo keeps you very busy, so it is important that you manage your time effectively. This session has made you aware of some common difficulties associated with time management but has also provided you with some strategies to overcome those difficulties.

However busy you become as you pursue more leadership responsibilities, remember to never lose sight of what is important in life.

| *Refer participants to page 7 in the Participant Manual.*

| *Conclude session by reading the Big Rocks of Life story aloud. You could consider doing a demonstration as you share the story (jar , gravel, rocks, water).*

ACTIVITY: BIG ROCKS OF LIFE (5 MINUTES)

State

One day an expert in time management was speaking to a group of business students and, to make a point, he used this illustration. As he stood in front of the group he pulled out a large jar and set it on the table in front of him. Then he produced about a dozen rocks and placed them, one at a time, into the jar. When the jar was filled to the top and no more rocks would fit inside, he asked, "Is this jar full?" Everyone in the class said, "Yes." Then he said, "Really?"

He reached under the table and pulled out a bucket of gravel. He dumped some gravel in and shook the jar causing pieces of gravel to work themselves down into the space between the rocks. Then he asked the group once more, "Is the jar full?" By this time the class began to understand. "Probably not," one of them answered. "Good!" he replied. He reached under the table and brought out a bucket of sand. He started dumping the sand in the jar and it went into all of the spaces left between the rocks and the gravel. Once more he asked the question, "Is this jar full?" No!" the class shouted. Once again he said, "Good." Then he grabbed a pitcher of water and began to pour it in until the jar was filled to the brim. Then he looked at the class and asked, "What is the point of this illustration?" One student raised his hand and said, "No matter how full your schedule is, if you try really hard you can always fit some more things in it!"

"No," the speaker replied, "that's not the point. The truth this illustration teaches us is: If you don't put the big rocks in first, you'll never get them in at all." What are the 'big rocks' in your life? Your children; your loved ones; your education; your dreams; a worthy cause; teaching or mentoring others; doing things that you love; time for yourself; your health; your significant other. Remember to put these BIG ROCKS in first or you'll never get them in at all. If you sweat about the little stuff (the gravel, sand, and water) then you'll fill your life with little things you worry about that don't really matter, and you'll never have the time you need to spend on the most important things."

As you reflect on this short story, ask yourself this question: "What are the 'big rocks' in my life?" Then, put those in your jar first.



To conclude our session, on page 8 of your Participant Manual, write down a key takeaway from this session. Ask yourself "what am I going to do differently with the knowledge I've gained from this session?"

You could demonstrate the above story by actually having the materials and pouring the items into a large jar as you share the story. You could also pre-record the demonstration and play it while you share the story.

Allow participant 2 minutes to write down a key takeaway.

If time allows, have 1-2 participants share their key takeaway from the session on page 10 of their participant manual.

APPENDIX

- Time Management Case Study
- Strategies for Effective Time Management

Time Management Case Study

The case study below follows a day in the life of Chris, a Leo club president.

- 6:30 am** Chris's alarm goes off. Chris is exhausted from being particularly busy the last few weeks. Chris decides a few more minutes of sleep would be beneficial.
- 7:30 am** An hour later, Chris wakes up in a panic – the few extra minutes of sleep have turned into an entire hour. Now Chris will be late for work. On the commute to the office, Chris realizes that the agenda and related materials prepared for this evening's Leo club meeting were left at home. Chris will now have to run back home before the meeting.
- 8:45 am – 12pm** Chris arrives late to work at 8:45, flustered and stressed. During the next few hours, Chris attempts to make progress on an important work assignment but is constantly interrupted by client phone calls and coworkers stopping by to catch up on the latest office gossip.
- 12-1:00pm** At noon, Chris suddenly remembers that a department meeting is scheduled for 1:15pm. Chris spends most of the lunch hour trying to prepare for the meeting but isn't sure what to prepare because Chris can't find the meeting agenda that was distributed last week.
- 1:15 – 2:30pm** Chris attends the department meeting. During the meeting, the team manager appoints Chris to be the project manager on a new, exciting assignment. Chris accepts the task even though it will mean additional responsibility to an already heavy workload.
- 2:35pm** After the meeting, Chris returns and opens an email from a coworker, James. In the email, James asks if Chris could be the contact person for one of his clients while he is out of town on vacation. Chris thinks, "I don't really have time for this, but I guess James needs my help", and says yes to James.
- 2:45 – 4:30pm** Chris spends the afternoon trying to finish up a last-minute work assignment but spends at least 30 minutes looking for a stack of completed client forms. Chris is unable to finish the assignment before leaving for work and will have to complete the assignment first thing in the morning.

- 4:45 – 6:15pm** After work, Chris goes to a friend's house to help them pack. Chris's friend is moving to a new city for work and needs help before the stressful move. After helping, Chris returns home to retrieve the materials needed to conduct the Leo club meeting.
- 7 – 8:30pm** During the club meeting, a discussion takes place about the need for a new service project that will help support the local library, which has been struggling financially for several months. The members want to organize a book drive and fundraiser involving local businesses. Unfortunately, no one volunteers to serve as the committee chair for the project, so Chris volunteers.
- 9:00-10:30pm** When Chris arrives home after the meeting, the next hour and a half are used to catch up with personal email. Chris knows that the district convention presentation is due in two weeks and needs to be completed but decides to put that off until another time. Finally, Chris goes to bed around 10:30pm.

Strategies for Effective Time Management	
Set Objectives	Establish objectives for each task or project. Make sure your objectives are SMART: specific, measurable, actionable, realistic, and time bound.
Prioritize	<p>Determine which of your tasks you should:</p> <ul style="list-style-type: none">- Do yourself- Delegate to someone else- Delay to another time <p>Address tasks that have short-term consequences and set deadlines to tasks that have more long-term implications.</p>
Find a way to stay organized	Use a planner, a calendar, a notebook, or app to keep track of your tasks, project deadlines, and appointments.
Learn when to say “No”	Realize that you cannot do everything and avoid agreeing to things that you do not have time to complete. Make sure that when you do commit to something, that it is consistent with your goals and objectives.
Use Your Waiting Time	Accomplish small tasks, like reading and writing emails or messages, while you wait. Look at the time you spend waiting as a “gift of time” rather than a “waste of time”.
Concentrate on one thing at a time	Put your energy into the task at hand. Tune out interruptions and set aside time when you will not check your phone, read email, or schedule visitors.
Celebrate success	Take time to enjoy the feeling of having achieved your objectives. Reward yourself when you complete a task or finish a project.