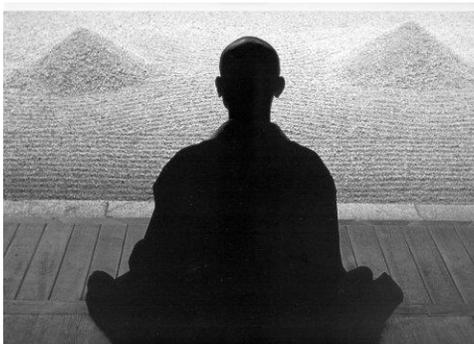




Developing Self



Time Management



Do Now

Read the vignette on page three of your handout from *Your Brain at Work* by David Rock. Then answer the three questions that follow on page four.



OBJECTIVES

1. Analyze how time is spent relative to key responsibilities
2. Articulate best practices that empower teachers to maximize their time, energy, and impact
3. Plan and use tools to track tasks, manage relationships, and decrease stress

AGENDA

- Do Now/ Session Opening
- Four Generations of Time Management
- Principles of Time Management
- Four Steps to Becoming a Q2 Planner
- Create Your Dream Week
- Closing

ASSESSMENT

- Case Study Analysis (Do Now)
- Self-Assessment (Four Generations)
- Creation of a “Dream Week” from their priorities and Covey’s four steps to becoming more Q2



Opening Vignette: The Morning Email Overwhelm

From *Your Brain at Work* by David Rock

It's 7:30 Monday morning. Emily gets up from the breakfast table, kisses Paul and her children goodbye, closes the front door, and heads to her car. After sorting out sibling squabbles all weekend, she is looking forward to focusing on her new job. As she heads towards the freeway, she thinks about her week ahead and how she wants to get off to a good start. About halfway to work, she gets an idea for a new conference, and has to concentrate hard to keep the idea in mind as she drives.

Emily is at her desk by eight o'clock. She turns on her computer, ready to flesh out this new conference idea. But as one hundred emails download, a wave of anxiety washes over her. Answering the emails alone could take all day, but she also has hours of meetings booked and three projects due by six o'clock. Her excitement about the promotion is already beginning to fade. She loves the idea of the extra money and responsibility, but she isn't sure how she's going to cope with the increased workload.

Thirty minutes later, Emily realizes she has responded to only twenty emails. She needs to speed up. She tries to read emails while listening to her voice mail. Her attention shifts for a moment to how her longer hours might impact her kids. She remembers how she snapped at them in the past when she was too busy at work. Then she remembers a promise she made to herself—to be a good role model by staying true to her career ambitions. Lost in thought, she accidentally deletes a voice mail from her boss.

The burst of adrenaline triggered by the lost message snaps her focus to the present. She stops typing and tries to think about the projects due today: writing a new conference proposal, crafting some marketing copy, and deciding which assistant to hire. Then there are all those emails with dozens of different issues to follow up on. She spends several seconds trying to imagine how to prioritize everything, but nothing comes to mind. She tries to remember the guideline she learned in a time-management course she took long ago, but despite a few seconds of focus, she can't fine the thread of the memory. She goes back to the emails and tries to type faster.

By the end of the hour, Emily has replied to 40 emails, but with the workday starting, there are now 120 waiting. She's not had time to work on her new conference idea, either. Despite her good intentions, it's not a great start to the day, the week, or her new position.



Opening Vignette: The Morning Email Overwhelm

From *Your Brain at Work* by David Rock

Reflection Questions:

- 1) Even though the example comes from the corporate world, what connection can you draw to our work at school? What connections can you draw between Emily and your own transition from a teacher to a teacher leader?



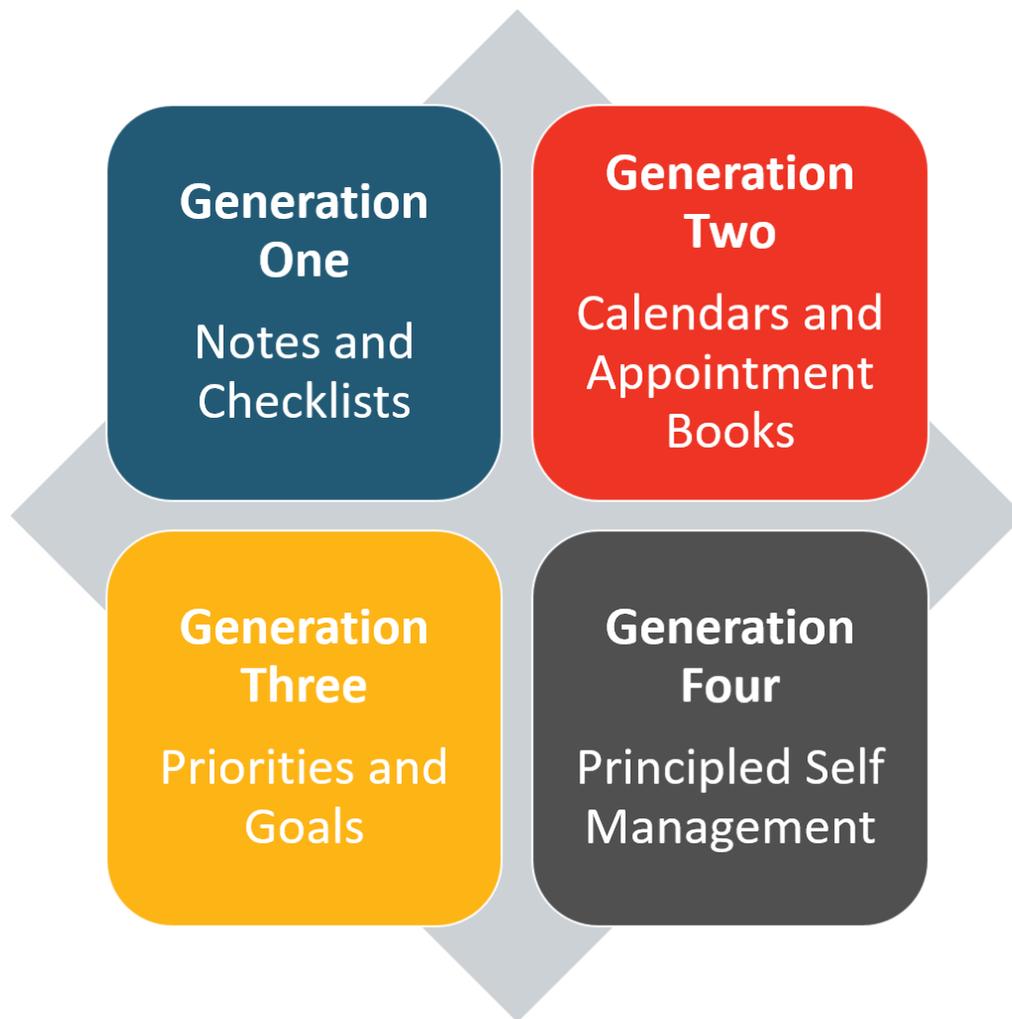
- 2) What are the issues that Emily is facing?

- 3) If you were Emily's coach, what recommendations might you make?



Four Generations of Time Management

Notes:





Time Management Quadrants

From The Seven Habits of Highly Effective People by Steven Covey

	URGENT	NOT URGENT
IMPORTANT	Quadrant One	Quadrant Two
NOT IMPORTANT	Quadrant Three	Quadrant Four

Quadrant I is for important, immediate deadlines.

Quadrant II is for strategizing, long-term planning, and the development of future potential in you or in others.

Quadrant III is for time pressured distractions. They are not really important, but someone wants it now.

Quadrant IV is for those activities that yield little if any value. These are activities that are often used for taking a break from time pressured and important activities.

Many people find that most of their activities fall into quadrant I and III. Quadrant II is often under used. Yet, Quadrant II is exceptionally important because one must work both tactically and strategically at the same time. Finding ways to expand Quadrant II activities is a common outcome from using this grid.

**-Adapted from the U.S. Geological Survey,
Office of Employee and Organizational Development**



Applying Your Priorities to the Four Quadrants

		URGENT	NOT URGENT
IMPORTANT	Quadrant One		Quadrant Two
NOT IMPORTANT	Quadrant Three		Quadrant Four

- 1) What steps can you proactively take to REDUCE the time spent on Quadrant Three and Quadrant Four activities?

- 2) What steps can you proactively take to INCREASE the time spent on Quadrant Two activities?



Four Steps to Becoming a Quadrant Two Planner

Step One: Identify Your Roles: *What are the key roles you play in your life?*

Step Two: Select Goals for Each Role: *For each of your roles, what are the most important outcomes you would like to accomplish in the next seven days?*

Step Three: Schedule Your Goals across the Week: *How can you effectively allocate time across the week in order to reach your goals?*

Step Four: Adapt the Plan Daily: *How can you review your weekly plan each day to adjust for unexpected activities and ensure that your plan still aligns with your priorities and values?*

Roles	Goals



Time Management Calendar: Fatima's Weekly Calendar

	Monday	Tuesday	Wednesday	Thursday	Friday
6:00 am					
:30					
7:00 am					
:30	Breakfast Duty				
8:00 am	Teach 7 th Grade Math				
:30					
9:00 am	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
:30					
10:00 am					
:30					
11:00 am	Leadership Team Meeting				
:30					
12:00 pm	Teach 7 th Grade Math				
:30					
1:00 pm					
:30					
2:00 pm					
:30					
3:00 pm	Teach Dance Elective	Teach Dance Elective	Dismissal Duty	Teach Dance Elective	Dismissal Duty
:30			Math Department Meeting		Whole School Professional Development
4:00 pm	Dismissal Duty	Dismissal Duty		Dismissal Duty	
:30					
5:00 pm					
:30					
Evening	Son's Soccer Game	Anniversary Dinner		Family Math Night	



Creating Your Ideal Week

“Everything should be made as simple as possible, but not simpler.” - Albert Einstein

	Monday	Tuesday	Wednesday	Thursday	Friday
6:00 am					
:30					
7:00 am					
:30					
8:00 am					
:30					
9:00 am					
:30					
10:00 am					
:30					
11:00 am					
:30					
12:00 pm					
:30					
1:00 pm					
:30					
2:00 pm					
:30					
3:00 pm					
:30					
4:00 pm					
:30					
5:00 pm					
:30					
Evening					

Key Questions for Creating Your Ideal Week:

- What recurring fixed responsibilities can be blocked off (e.g. classes you teach, regular meetings you attend)?
- When will you plan and prepare materials for teaching?
- What other recurring responsibilities should be scheduled (e.g. breakfast duty)?
- When will you build relationships with students and adults?
- What necessary tasks do you avoid but should be scheduled (e.g. responding to emails, following up with parent phone calls)?
- What personal responsibilities should be scheduled into your calendar (e.g. going to the gym, family obligations)?
- Have you built in sufficient flex time to account for the unpredictable but inevitable tasks that will emerge from week to week?



Developing Self
Time Management

Notes:



Journal



Session Objectives

Session Description

Date

Facilitator

To Learn More

Terms

Reflections

What will you commit to doing in the next two days?

What will you commit to doing in the next two weeks?

What will you commit to doing in the next two months?