REPRODUCIBLE
TRAINING LIBRARY
Customizable Soft-Skills Courseware

Productive Work Habits

PREVIEW

Instructor Guide

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Published by HRDQ

Authorized distributor Dekon Business Solutions

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ISBN 978-1-58854-682-1

Code: 2710E1PRWH

EN-01-MY-13

PREVIEW

Instructional Design and Learning Philosophy

Sound Instructional Design

We are committed to providing core skills content that is relevant to today's organizational and personal development needs. Our expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These elements include:

- **Learning objectives** *that provide effective tools for managing, monitoring, and evaluating training.*
- **Relevant topics** *that create meaningful connections between the course and participants' prior experiences.*
- **Appropriate organization** *of essential ideas, which helps participants focus on what they need to know in order to learn.*
- **Modeling techniques** *(where applicable) that demonstrate useful behaviors and problem-solving skills.*
- **Active experimentation***, the cornerstone of learning, which helps participants connect what they've learned to real-life situations.*
- **Consistent instructions and thoughtful visual design** *that help participants learn and retain new information.*

Due to the wide range of subjects covered in the Reproducible Training Library, the number of instructional elements and learning techniques varies between titles.

Application of Adult Learning Principles

Adults learn best by incorporating their personal experiences into their training and by applying what they learn to real-life situations. We support this process by incorporating a variety of learning techniques—role-plays, simulations, discussions, and lectures—into each course in order to appeal to all learning styles and ensure that the information will be retained.

Customizing Your Program

There are two ways you can tailor this program to your specific needs. You can customize the content and you can customize the format.

We created this program in Microsoft Word® to make it easy for you to modify the content as you would in any Word document. The Instructor Guide and Participant Guide follow an identical structure, so you can readily see how a change in one guide can be applied to the other. Common reasons for customizing content include:

- *Changing examples to fit your industry or work environment*
- *Modifying content to match work rules and procedures*
- *Adding, deleting, or rearranging content to accommodate training time constraints*

Another way to customize this program is to change the formatting. Some organizations add their corporate logo or branding, and a few make changes just to suit a preference. Again, treat the Instructor Guide and Participant Guide as you would any Word document. For additional help formatting Word documents, consult Microsoft's website.

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Please note: Only the pages highlighted in yellow below are those featured in this preview.

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Habit One

Prioritize

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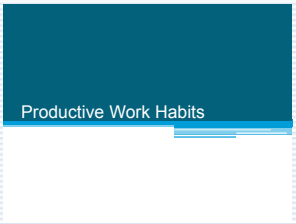
Course Objectives

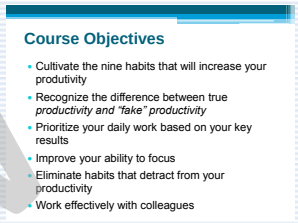
Successful completion of this course will increase your knowledge and ability to:

- ◊ *Recognize the difference between true productivity and "fake" productivity*
- ◊ *Prioritize your daily work based on your key results*
- ◊ *Improve your ability to focus*
- ◊ *Eliminate habits that detract from your productivity*
- ◊ *Work effectively with colleagues*
- ◊ *Cultivate the nine habits that will increase your productivity*

Trainer Notes

5 minutes





Introduce yourself and provide a brief background if participants don't know you.

Go over logistics (schedule, breaks, restrooms, etc.) and any ground rules for the day. Typical ground rules include no electronics in use, show respect for every participant, participate fully, no dominating or interrupting, etc.

Review the course objectives with participants.

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What Is Productivity?

Definition:

What do you hope to accomplish after completing this training?

Benefits of working productively

- ◊ *Get more done in less time*
- ◊ *Less stress*
- ◊ *Create balance*
- ◊ *Develop positive new habits*
- ◊ *Increase professional skills and reputation*

> *"Productivity is never an accident. It is always the result of a commitment to excellence, intelligent planning, and focused effort."*
>
> *—Paul J. Meyer*
> *Founder, Success Motivation International, Inc.*

Trainer Notes

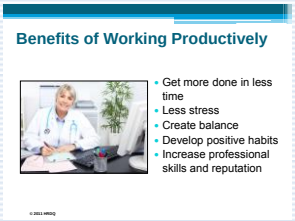
5 minutes

Ask: "What is productivity?" Instruct participants to jot down a definition, then spend a few minutes sharing answers.

"Productivity is not about quantity, it's about quality. Productivity is creating high-impact work efficiently. Productivity is doing the right task at the right time."

"For example, Joe answers 400 emails a day while John answers none. But John completes one task that has more impact than Joe's 400 emails."

Allow several minutes for participants to answer the question, "What do you hope to accomplish after completing this training?" Solicit answers from participants.



Review the benefits of working productively.

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Productivity Self-Assessment

Individual Activity: Are you productive?

Instructions: Read each statement and circle the number that best reflects the frequency with which you demonstrate each behavior.

1 = Seldom 2 = Sometimes 3 = Frequently

1. I spend 10–15 minutes planning my day.	*1*	*2*	*3*
2. I check every email as soon as it arrives.	*1*	*2*	*3*
3. My day is organized by the key results I need to achieve.	*1*	*2*	*3*
4. My desk and files are a mess.	*1*	*2*	*3*
5. I leave open pockets of time in my schedule.	*1*	*2*	*3*
6. I'm habitually late.	*1*	*2*	*3*
7. I focus on one activity at a time.	*1*	*2*	*3*
8. I multi-task to try to get more done.	*1*	*2*	*3*
9. I take mini-breaks throughout the day.	*1*	*2*	*3*
10. I usually procrastinate on big projects.	*1*	*2*	*3*
11. I actively seek out projects that stretch my skills.	*1*	*2*	*3*
12. I feel I am in a rut at work.	*1*	*2*	*3*

Trainer Notes

5 minutes

Activity: Allow several minutes for participants to complete the self-assessment.

Scoring: Tell participants to add up the odd- and even-numbered statements separately. Explain that ideally, you want a score as close to 18 as possible for the odd numbers, and as close to 6 as possible for the even numbers.

As they review their results, ask them to think about their strengths, their weaknesses or areas for development, how they can use their strengths to achieve better results, and what traps (behaviors) are disrupting their concentration and taking away from the tasks at hand.

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Identify Your Purpose and Key Results

Individual Activity: Purpose

What is the purpose of the organization you work for?

What is the purpose of your department or area within the organization?

Why does your job exist?

What would happen if it did not exist?

Individual Activity: Key results

Your key results should relate to the overall purpose and goals of your organization. It may be helpful to classify them in terms of:

Output—The activities you do to support your organization as a whole:

Finance—Budget, cost, profit and/or revenue responsibilities:

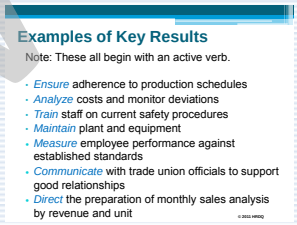
Communication—Lines of communication you need to maintain to achieve your output:

Trainer Notes

15 minutes

"The first step in prioritizing your work is to figure out everything that needs to get done. Begin by examining your organization's purpose and how your job fits into that."

Activities: Allow time for participants to answer the questions on this page and the next one.



In addition to determining their purpose, participants need to identify their key results. As participants fill in their key results, remind them to focus on outcomes rather than activities.

Provide this example: "In the Communication section, perhaps you need to create a weekly project update report. Be sure to attach a purpose to the report, e.g., to keep the team on track and spot any potential issues before they become a crisis."

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Identify Your Purpose and Key Results (cont.)

Key results (cont.)

Plant, building or equipment responsibilities:

Customer service responsibilities:

Sales or marketing responsibilities:

Innovation:

Trainer Notes (cont.)

Have participants continue filling in the information to identify their key results.

When participants are finished, ask them to share some of their answers.

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Prioritize Key Results

What are your top 3–5 key results? (Without these, the organization would fall apart.)

1.

2.

3.

4.

5.

Individual Activity: Translating results into daily activities

Instructions: Choose one of your key results and identify the following:

What:

Why:

Who:

How:

When:

Success:

Trainer Notes

10 minutes

Participants probably have a long list of key results at this point. Now they need to prioritize their lists.

Ask: "How do you determine what is the highest priority? Identify the things you must achieve in order for the organization to be successful."

Encourage participants to limit themselves to 3-5 items.

"If you're unsure, ask yourself, 'What impact does this have?' 'Is there a higher-value outcome or result?'"

Activity: Instruct participants to choose one key result and identify its key components: What it is, why they're doing it, who else is involved in doing it, how they will accomplish it, when they will do it, and how they will measure success. This will help translate key results into daily activities or outcomes.

If participants do that for every outcome, they will find a long list of tasks and activities they need to get done. The next section looks at how to get and stay organized in order to get those tasks accomplished.

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Procrastination

Why we procrastinate

- ◊ *Priorities are out of order*
- ◊ *Lack of organization*
- ◊ *To avoid unpleasant tasks*
- ◊ *Fear of failure*
- ◊ *Perfectionism*
- ◊ *As a passive-aggressive tactic*

Overcoming procrastination

- ◊ *Identify the underlying reason.*
- ◊ *List three benefits of completing the task.*
- ◊ *Commit to spending 10 minutes on the task or project.*
- ◊ *Begin your day with the one thing you must get done in order to feel productive.*
- ◊ *Aim for progress rather than perfection.*
- ◊ *Find an "accountability partner" to track your progress.*
- ◊ *Reward yourself for completing the project—and for completing steps along the way.*
- ◊ *Create an environment that nurtures productivity. That will be different for each person, but may include music, light, inspirational images, etc.*

Group Activity: Procrastination analysis

Task you procrastinate	Reason you procrastinate	Ideas to stop procrastinating

Trainer Notes

10 minutes

Review the main reasons we procrastinate:

"If your priorities are out of order, you tend to spend time on something that is not the top priority and leave the most important items undone."

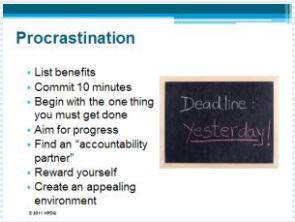
"If it requires a separate project just to get organized for the task or project, lack of organization may be your issue. Obviously, it makes the actual task seem all the more difficult to get done."

"Avoiding unpleasant tasks is procrastination in its purest form—delaying the completion of tasks that are undesirable or difficult."

"Fear of failure is just what it sounds like."

"The desire to complete a task perfectly can stop people from doing any part of it at all."

"Passive-aggressive tactics are a way to get back at another person by not doing what he or she needs to be done."



Review the tips for overcoming procrastination.

Activity: "Individually, list several tasks you often procrastinate on. Next, list the reason you procrastinate. Then brainstorm with a partner some ideas to stop procrastinating."

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Negativity

Individual Activity: Are you negative?

Instructions: Read each of the following statements and choose the rating that best reflects your current state of mind. Use the following scale: 1=rarely; 2=sometimes; 3=often; 4=all the time

Statement	Rating			
1. When my boss asks to speak with me, I assume there's a problem.	1	2	3	4
2. When I make a decision that turns out well, I consider myself lucky rather than a skilled decision maker.	1	2	3	4
3. When I experience a setback, I tend to believe the obstacle will endure for the long-term, e.g., "They didn't approve the project so I guess that means they hate it."	1	2	3	4
4. When I am left out of the loop on some communication, I assume it was intentional.	1	2	3	4
5. When a problem at work arises, I tend to think about who is to blame.	1	2	3	4

Scoring: 5-9: You have a generally positive outlook. 10-14: Your attitude is a mixed bag. 15-20: Take steps to eliminate some negativity in your life.

Characteristics of positive people

Positive people tend to:

- ◊ *Have realistic expectations*
- ◊ *Manage emotions effectively*
- ◊ *Avoid office politics*
- ◊ *Avoid complaining, blaming, and criticizing*
- ◊ *Offer constructive feedback and frequent praise*
- ◊ *Listen to people with empathy when they have a problem*

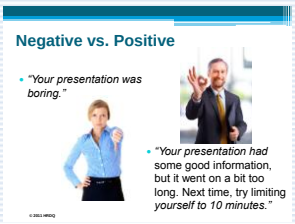
Trainer Notes

20 minutes

Activity: Allow several minutes for participants to complete the self-assessment. The higher the total score, the more negative the person is.

"Negativity is a drag in the work place. A negative person wastes time (his or her own and others') whining and complaining without offering any useful solutions."

"Negativity is making a hurtful comment such as, 'Your presentation was boring.' A positive person offers constructive criticism that sounds like, 'Your presentation had some good information, but it went on a bit long. Next time, try limiting yourself to 10 minutes.'"



Review the characteristics of positive people.

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Negativity (cont.)

How to become more positive

- ◊ *Focus on the present.*
- ◊ *Give yourself a time limit.*
- ◊ *Write down your negative thoughts.*
- ◊ *Challenge negative thoughts.*

Group Activity: Replace negative thoughts

Negative thought	False reasoning	More optimistic outlook
They didn't approve my project so I guess that means they hate it.	*They dislike everything about it.*	*If I seek feedback, I may be able to modify my project so that it receives approval.*

Trainer Notes (cont.)

Share tips on how to become more positive:

"Focus on the present: Negativity often occurs when you fret about the past or worry about the future."

"Give yourself a time limit: If you find yourself dwelling on a negative issue, allow yourself five minutes to think about it, and then move on to something else."

"Write it down: This may sound counterintuitive, but writing down your negative thoughts can help you let them go without passing them along to others. It also makes it easier to do the next step."

"Challenge negative thoughts. Identify the false reasoning behind your negative thinking and replace it with a more positive or realistic thought. This doesn't mean rose-colored glasses or pie-in-the-sky thinking; merely being more optimistic than before."

Activity: Have participants work in groups. Ask them to write down one or two recent negative thoughts. Then, ask them to identify the false reasoning behind the negative thought and replace it with a more optimistic outlook. Use the example listed to demonstrate this process.

"False reasoning often arises from a mistaken belief that a situation is permanent (it will last forever and can't be changed), pervasive (for instance, if I'm afraid to speak up in one situation, it must mean I'm afraid to do so in every situation), or personal (if something went wrong, it must be my fault)."

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How We Work with Others

Types of situations

◊ *One-on-one (individuals)*

◊ *In a small group (team)*

◊ *In a large group (department)*

◊ *In a large impersonal group (organization)*

Types of interactions

◊ *Informal contacts. Example: Asking a colleague for feedback on a proposal you've written, or simply chatting with colleagues.*

◊ *Task groups. Example: Project team, may be short- or long-term.*

◊ *Line management. Example: Manager-employee.*

Responsibilities

◊ *Be respectful and trustworthy.*

◊ *Support colleagues.*

◊ *Identify which tasks need to be done together.*

- *What, who, when, how*

◊ *Complete the tasks you agree to do.*

◊ *Keep others in the loop.*

◊ *Give information frequently, clearly, and concisely.*

◊ *Contribute positively to a group.*

◊ *Pitch in and help when needed.*

◊ *Resolve conflict productively.*

◊ *Be willing to compromise or seek consensus.*

◊ *Follow appropriate policies and procedures.*

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Trainer Notes

10 minutes

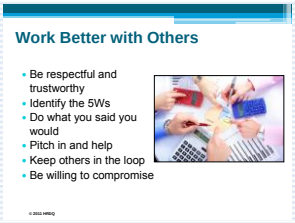
"Clients and colleagues can be our biggest allies and biggest frustrations."

"How many meetings leave you feeling bored, frustrated, or even angry?"

Types of situations: "We have contact with others in one-on-one situations, in a small group such as a team, in a larger group such as a department, and as an impersonal group such as an entire organization."

"In addition, we have different types of interactions: Informal contact, which may not directly affect your work performance, task groups, which at least indirectly affect your work performance, and line management, which directly affects your work performance."

"Obviously, some relationships and interactions are more important than others. However, you should treat all colleagues with respect and sincerity because it's the right thing to do, and because you never know when you'll need their help!"



Review the list of responsibilities you have toward your colleagues.

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Course Review

1. *What is productivity?*

2. *The best way to schedule your day is based on:*
   a. Most urgent tasks
   b. Key results
   c. Boss requests
   d. Email responses

3. *Multi-tasking increases your productivity.*
   a. True
   b. False

4. *Which of the following is NOT a way to persist in a task?*
   a. Stop and ask someone else for help.
   b. Do the worst first.
   c. Find a quick win.
   d. Visualize success.

5. *List three ways to take a mini-break.*

6. *The ideal life balance is the same for everyone.*
   a. True
   b. False

Answer Key

1. Productivity is creating high-impact work efficiently. It's about doing the right task at the right time.

2. b.

3. b

4. a

5. Get up and stretch, get a drink of water, chat with a coworker (schedule it), read something non-work related, find something that makes you laugh, take a walk.

6. b

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"I have used many of the *Reproducible Training* programs and I can't say enough good things about them. The content is easy to tailor—I've even combined programs to meet my clients' specific needs. Not only am I able to provide my clients with a professionally developed, customized program at a reasonable price, but I've saved myself a lot of time and frustration, too. I plan to buy more programs in the future. I highly recommend them!"

Rosemary C. Rulka, MS, SPHR
President
R.C. Rulka Consulting, LLC

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James T. Puett
Manager, Leadership and Organizational Development
Healthways Human Resources

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Have questions?

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