

TIME MANAGEMENT: BEING COMMITTED TO LIVES OF EXCELLENCE THROUGH BALANCE

Facilitator: New Member Educator, Director of Member Development, or Chapter Advisor

Supplies List:

- (1 per member) Roles and Goals Worksheet
- (1 total) Piece of flip chart paper with DAPPS written on it
 - » “D-Dated
 - » A-Achievable
 - » P-Positive
 - » P-Personal
 - » S-Specific”
- (1per member) 3x5 cards
- (1 per member) pen or pencil
- (1 per member) Quadrant Time Map explanation

Time Needed: 70 minutes

WELCOME		
FACILITATOR TALKING POINTS	<ul style="list-style-type: none"> • Start with a warm-up activity to get the group connected and energized. • Set up any ground rules (i.e. no cell phones) and expectations (i.e. everyone joins in the discussion). • Review the schedule or timeline with the group. • Review the course descriptions and learning outcomes with the group found in the guide. • Start with a personal story that links this topic to your audience. <p>Learning Outcomes: Participants will be able to map out their time commitments into 4 different quadrants of time. Participants will be able to make decisions about how to what they spend their time on. Participants will create a time management plan. Participants will develop a plan for managing time in the future. Participants will identify different time management tools.</p>	TIME: 10/10
TRANSITION	<ul style="list-style-type: none"> •EXAMPLE: Now that we are familiar with one another and understand what we'll be covering today, let's get started. 	1/11

OPENING SECTION

FACILITATOR
TALKING POINT

- NOTE: Start with why. Joining a fraternity can be a really exciting time. You're meeting plenty of new people, learning about the organization, and, possibly, starting college for the first time. You may have a part-time job or two, family obligations, and other relationships to maintain. Let's not forget that we are committed to being students as well. This can be a lot to take on all at once.
- With all of these commitments, getting disorganized or behind can happen quickly. Once we get overwhelmed or feel behind, it can be hard to feel like we can every get caught up.
- It's important as Delts that we have strategies to help us balance our time so that we can give the effort necessary to each commitment we made and not spread ourselves too thin.
- In order to truly be committed to lives of excellence, we need to have a plan for how to maintain balance..
- We're going to start by looking at how we currently spend our time by using the 4 quadrant system.
- Quadrant I is for activities that are urgent and important. The best way to think of this quadrant is that it's for emergencies. These are often unplanned and unexpected, however, things that used to simply be important can become urgent if we let them and don't meet deadlines. For example, a Quadrant I activity would be cramming for a test an hour before it is scheduled. Another quadrant I activity could be a family medical emergency.
- Quadrant II is for activities that are important but not urgent. You get to decide when to take care of them before they become urgent. For example, scheduling time to study, paying a utility bill on time, paying rent.
- Quadrant III is for activities that are urgent but not important. This may sound confusing, but something can be urgent for someone else and not important for you at the same time. For example, you get a call about the intramural football team for the chapter not having enough players. If you don't show up, the team will have to forfeit the game, but you also have an important test to study for. Quadrant III is really about distractions and interruptions, like calls, emails, etc.
- Quadrant IV is for items that are not urgent and not important. Though activities in this quadrant can be fun, they are time-wasters if items in quadrant II aren't already addressed or scheduled. Quadrant IV activities include too much TV, email, social media, etc.

TIME: 4/15

<p>ACTIVITY INSTRUCTIONS</p> <p>-use values inventory worksheet -everyone will need a pen/pencil</p>	<ul style="list-style-type: none"> Using the 4 quadrant worksheet, map out what types of things you are spending your time on in each quadrant. Try to think of this in the context of one typical week of your life. If it's easier to use a specific week, map out the last 7 days. Assign amounts of time spent on each task. Now that you've mapped the way you spend your time in each quadrant, ask yourself the following questions: In which quadrant am I spending the most time? Is that positive or negative? Too much or too little? How much time am I spending in quadrant 4? What can I start saying "no" to? How can I shift my time so that I can spend most of it on activities in quadrant 2? 	<p>TIME: 15/30</p> <p>GUIDE MATCH: 4-Quadrants of Time map explanation</p> <p>4-Quadrants of Time map blank worksheet</p>
<p>DEBRIEF</p>	<ul style="list-style-type: none"> Why is it so important for us to know where and what we are spending our time on? What surprised you most about mapping out your time? Why is it important for us to spend the most time on activities in quadrant 2? 	<p>TIME: 5/35</p>
<p>TRANSITION</p>	<ul style="list-style-type: none"> Now that we know which quadrants we are spending our time in and what activities we are spending our time on, let's look at some different strategies for managing our time. Sometimes, in order to manage our time, we need to be able to set clear goals for the different roles we play in our lives. 	<p>TIME: 1/36</p>
<p>FACILITATOR TALKING POINTS</p>	<ul style="list-style-type: none"> It's important to think about the various roles we play in our lives. We play the roles of fraternity brother, student, new member, co-worker, and possibly, son, brother, uncle, traveler, church member, teammate, etc. It may help us to manage our time better if we have very specific goals for each role that we play. In order to set a very clear goal, we will use the DAPPS model: Dated – All goals need to have a date associated with them (this semester, this month, this week, once a week, monthly, this year). Achievable – Goals need to be realistic and achievable within the timeframe you have set. (A new runner might decide to run a 5K instead of a marathon, to start). Positive – Set a goal around what you WILL do, and not something that you will NO LONGER do (I will be smoke-free, rather than, I will not smoke). Personal – Make sure your goal is about YOU, and not something for someone else or that someone wants for you. Specific – Goals should always state "how," you will achieve your goal (I will save 200.00 this year by making coffee at home instead of buying Starbucks). 	<p>TIME: 9/45</p>

<p>ACTIVITY INSTRUCTIONS</p>	<ul style="list-style-type: none"> • Think of 5 roles that you play in your life. Write each role next to numbers 1-5 on the worksheet. Now, using the DAPPS goal-setting model, write a goal for each individual role that you play. • Once you are done, exchange your worksheet with a partner and check one another's goals to make sure they include all parts of DAPPS. 	<p>TIME: 20/55</p> <p>GUIDE MATCH: Roles & Goals Worksheet</p>
<p>CLOSING ACTIVITY</p> <p>Each participant will need a blank 3x5 card or slip of paper.</p>	<p>Now that we have come up with 5 focused goals for 5 roles that you feel are important in your life, take a look at your 4-quadrant worksheet again. Write at least three DAPPS goals about how you can change the way you currently spend your time so that you can allow for working towards the goals you have set for your 5 roles.</p> <p>Ask each participant to share at least one of their time management goals out loud with the group so the group can hold one another accountable and support them.</p> <p>Suggest that participants put these goals somewhere visible to them on a daily basis (mirror, school desk, apartment door, refrigerator, etc).</p> <p>Close with the following questions:</p> <p>What is your biggest take-a-way from the course, today?</p> <p>What are you going to start or stop doing as a result of thinking about this session?</p> <p>What are your final thoughts?</p>	<p>15/70</p>