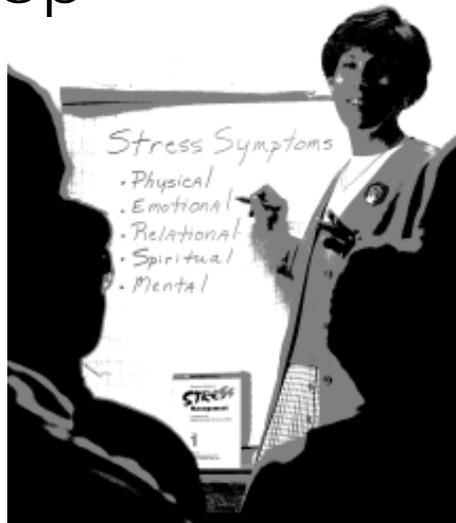


Spend Time Where It Counts

A Ready-to-Run
Time Management
Workshop



Whole Person Associates
The Stress & Wellness Specialists

Introduction

Spend Time Where It Counts, a Ready-to-Run Time Management Workshop, will help you prepare quickly and efficiently for presentations on time management. The multi-part session is flexible, so you can select the activities most appropriate for your group. They include:

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We have arranged the exercises in the order we think would work well for a three-hour workshop. If your time is limited, it is tempting to present the chaltalks from each exercise and eliminate the interaction. In our experience, however, people learn best when they are actively involved, not simply listening. The participants in your groups will absorb more and are more likely to act on what they learn if they have plenty of time for discussion. We recommend presenting one or two exercises if you have only an hour rather than trying to squeeze in the content from all of them. Participants will feel satisfied and challenged rather than overwhelmed and will be eager to return for another session.

Ready-to-Run Workshop Series

The AAAbc's of Stress	Life — It's Worth Living
Coping with Loss	On the Job Stress
Creative Compromise	Spiritual Journeys
Go for the Gold	Spend Time Where it Counts
Keep Your Cool	Whole Person Wellness

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The activities in this book were selected from 360 exercises contained in the ten volumes of Structured Exercises in Stress Management and Structured Exercises in Wellness Promotion, edited by Nancy Loving Tubesing and Donald A. Tubesing. Call for a catalog describing hundreds of resources or visit our Web site, www.wholeperson.com.



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Turtle, Hare or Racehorse?

In this energizing mixer participants take on the identity of the animal whose life patterns most closely resemble their own. These “habitat” groups discuss the eustress and distress caused by their lifestyle.

Goals

To affirm personal lifestyle patterns.

To identify lifestyle-related eustress and distress.

To promote interaction among participants.

Time frame

20–30 minutes; more with larger groups.

Materials needed

Newsprint posters labeled *Tortoise*, *Hare* and *Thoroughbred*; markers.

Process

1. Introduce the exercise by noting some or all of the following points:

- Over time people develop a lifestyle pattern that works for them. Some folks go at a slow and steady pace, others hop around from crisis to crisis or challenge to challenge. Still others seem to race through life in high gear taking everything in stride.
- There is nothing intrinsically right or wrong about any of these lifestyle patterns. Each has its own stresses and strains, joys and rewards.
- Hans Selye, one of the pioneer stress researchers, suggests that the key to effective stress management is to find out which pattern fits you—and then live it!

2. Invite participants to consider their own typical life patterns, comparing them to the mythical tortoise, hare and thoroughbred. As you read the descriptions, each participant decides which of the animals he or she resembles most.

■ **TORTOISE:**

Likes to move ahead slowly and steadily.

Doesn't let others rush her.

Finds strength from pulling in her head.
 Has a strong protective shell.
 Doesn't take unnecessary risks.
 Prefers life on an even keel without crisis.
 Paces herself, takes one thing at a time.

■ HARE:

Moves with quick starts and stops.
 Produces well under pressure.
 Finds strength in exploration and challenge.
 Is fragile, agile and lucky.
 Enjoys risks and adventures.
 Hops from crisis to crisis, is easily distracted.
 Always has many irons in the fire.

■ THOROUGHBRED:

Economy and grace of movement.
 Varies pace according to situation.
 Strength comes from top-flight conditioning.
 Always under control.
 Thrives on competition and challenge.
 Has clear goals with mileposts to mark progress along the way.
 Always has something left for the stretch.

3. Designate separate areas of the room as “habitats” for the three animals, using newsprint posters to designate which is which. Participants move to the “habitat” of the animal whose lifestyle description most closely resembles their own.

☞ *You may need to read the descriptions a second time and insist that the “mixed breeds” make a choice, even if they don't fit perfectly in any category. Can you imagine these animals cross-mating?*

4. Give instructions for the introductions.

- Take turns introducing yourselves by stating *what influenced you to choose this animal group.*
- After everyone in the group is introduced, brainstorm together all the real and potential *positive benefits (eustress)* of your lifestyle—

the joys, delights, rewards, etc, of being a tortoise, hare or thoroughbred. List these benefits on the left side of the newsprint. Then on the right side, make a list of all the real and potential negative side effects (distress) of your lifestyle.

5. Reconvene the total group and ask for comments, insights and observations. If the idea doesn't arise spontaneously, remind the group how important it is for people to respect, rather than resist, their own patterns.

Variation

- For adventuresome people, after *Step 4*, instruct the three groups to race around the room as a group at the pace and with the "style" of their animal. Allow two minutes for planning, then give the starting signal.

Yesterday, Today, Tomorrow

In this empowering exercise, participants assess the amount of time they mentally spend in the past, present, and future, and are encouraged to capitalize on the power of the present moment.

Goals

To understand how being present to ourselves keeps us well.

To learn practical ideas for staying in the present moment.

Time frame

20–30 minutes

Materials needed

Yesterday, Today, and Tomorrow worksheets.

Process

1. Ask participants to estimate the percentage of time they spend focused on the past (memories, guilt, sadness, resentment, regrets, fears, and embarrassment about past events), the present (here and now activities and interactions), and the future (worries, anxieties, apprehensions, and dreams about future events). The total must add to 100%.
2. Poll the group by a show of hands to see what percentage of participants spend the most time in the past, present, or future.
3. Invite participants to pair up with a neighbor to introduce themselves and compare notes on their involvement in past, present, and future.
4. Invite examples of being out of the present moment and weave these responses into a chalktalk about stress and worry.
 - Worrying about the past or future is unproductive. Experts have estimated that 30% of our psycho-physical stress reactions are caused by past worries. Reliving the past causes us to re-experience these feelings in the present. Only 8% of the things we worry about for the future are legitimate. About 50% of dreaded future events never happen, another 12% couldn't be controlled anyway.
 - There are two days in every week that should be free of worry, fear, and apprehension. One of these is yesterday, which is now beyond our control. We can't go back, relive the day, or undo our actions. The second

worry-free day is tomorrow, with all of its challenges, burdens, promises, and threats. Tomorrow is also beyond our immediate control.

- Today is where we should focus our energy and attention. We have one moment of power, and that is now. Preoccupation with the past and future robs us of the power of the present moment. Reliving past glories or dreaming about the future can also be stressful. If our head is in the clouds, we're likely to miss what's happening in the here and now.
5. Distribute copies of the Yesterday, Today, and Tomorrow worksheet and give instructions for completing it.
 - Make a list of all the past, present, and future things you're concerned about.
 - In the left column, list things from the past that continue to be on your mind in the present—delightful memories as well as less happy memories of mistakes, regrets, or painful incidents that you tend to dwell on.
 - In the right column, list aspects of the future that occupy your time and energy in the present—heroic dreams as well as concerns, anxieties, and worries.
 - In the middle column, write down things that truly need your attention today.
 6. When everyone has completed a list, direct participants to place a large “X” through their yesterday and tomorrow columns, indicating that the stressors for today are the ones they should focus upon.
 7. Invite group members to spend a few minutes thinking about positive actions they can take today to deal with these stressors.
 - In the bottom portion of your worksheet, list things you can do today to handle today's stress.
 - 👉 *Ask for an example of today stress and give ideas for managing it (eg, tackle one part of the problem, exercise, stop and relax, etc).*
 8. Solicit ideas from participants about the kinds of things they discovered they could do today and weave these suggestions into a chalktalk giving practical tips for staying in the present.
 - Always arrive three minutes early. This will give you some time to breathe, relax, shift gears, and clear your mind for the next agenda.
 - When you find yourself wandering around in your mind, bring yourself back to the present. Think of words or images that could help you bring yourself back to the here and now. For example, say “Now,” take a deep breath, and imagine yourself alert and attentive. Or focus on the physical presence of the person you are with.

- If you are a compulsive worrier, practice confining your anxiety attacks to a specific, limited time period or location, such as a favorite chair. Try surrendering your concerns to your spiritual source or to the fates.
- Practice being in the present. Plan empty time and don't fill it! Learn to flow with time. Stop scaring yourself with the future or past. Substitute calming thought or activities in the present (gardening, jigsaw puzzles, reading inspirational poems, affirmations, walks).
- Choose to alter your lifestyle to allow yourself your time. Build in time for exercise and daily relaxation. Take care of yourself physically, emotionally, mentally, and spiritually. By being present to yourself, you will be able to be present to others.
- Make conscious choices about how you spend your time. Don't give away all your time or energy trying to please others or gain approval. Consider what is the most productive use of your time today.

Variations

- At the end of the exercise, participants work in small groups to develop strategies for dealing with their favorite (most persistent) worries about the past and future.

Yesterday, Today, and Tomorrow

Yesterday	Today	Tomorrow

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

The ABC'S of Time

This skill-building exercise illustrates the importance of spending time where it counts. Participants list the activities and tasks that consumed yesterday's 24 hours, then assess whether or not they invested effort in their top priorities.

Goals

To help participants identify how they spend their time.

To distinguish the "A" priorities from the "B" and "C" tasks.

To understand and practice the major time-use skills.

Time frame

40–50 minutes

Materials needed

A copy of Yesterday's Time Log Analysis for each participant; Each Day is a New Account script.

Process

A. Time-Use Analysis (25–30 minutes)

1. Distribute Yesterday's Time Log Analysis worksheets and instruct participants to complete Columns I and II. (10 minutes)

- Mentally think through the details of your schedule yesterday—what you did, when, who you talked with, about what, etc. Be as precise as possible in recalling the specifics of your day and try to list every activity in Column 1.

 *Encourage people to be very specific and detailed by giving a host of examples (eg, ate breakfast, brushed teeth, picked up kitchen, dictation, read magazine, watched TV, talked with the kids, staff meeting, dentist, read the paper, sorted mail, listened to music, exercised, daydreamed, wrote a proposal, planned budget, grocery shopping, etc).*

- Then estimate as accurately as possible the time you spent on each activity in Column 2. Account for all 24 hours of the day.

 *You may want to suggest humorously that if participants end up with large blocks of time not accounted for, it may be a sign that they wasted a good share of the day simply spinning their wheels.*

2. Outline the following A-B-C time-use ranking system. As you describe each category, ask the group for examples of activities from their lists that fit that priority.
 - A's are those tasks and activities that are related to your major priorities and are connected to your life goals.
 - B's are the tasks that must be done, but do not seem to be life-goal related. Every day we complete tasks which must be done in order to give us the opportunity to move toward life goals (eg, making a living—"B", in order to provide for your family—"A").
 - C's are the activities that add very little if anything to one's life. Like junk mail, these time-wasters clutter up our existence and quickly eat up our days.
3. Participants apply the A-B-C time rank system to their Time Log and calculate their "A" task percentage.
 - Rate each activity you did yesterday as an "A," a "B" or a "C." Record your priorities in Column 3.
 - ☞ *Allow plenty of time for people to make these judgments before moving on to the next step.*
 - In Column 4, list all of yesterday's "A" activities and add up the total number of hours you spent on "A's."
 - Divide this number by 24 to compute the percentage of time spent on "A's."
4. Participants then respond to the first three questions on the lower half of the worksheet, writing their answers on the back or on a blank sheet of paper.

B. The Skill of Using the ABC's (10–20 minutes)

5. Share guidelines for using the ABC's of time management, including some or all of the following points:
 - Every day, no matter how "busy" or tired, make sure you spend at least five minutes working directly on a life goal. Build in time for your "A's"—EVERY DAY! Plan it into the schedule. If nothing happens in a day, nothing happens!
 - Complete only as many "B's" as you must in order to give yourself the opportunity to keep working on your "A's."
 - Every time a "C" comes into your life, throw it in a cardboard box. At the

end of the month, throw the box in the garbage without even peeking. Ignore the “C’s.” If you mislabel a “C,” it will come back at you as a “B” (eg, if you label your Mastercard bill a “C” priority one month, a call from the credit department will probably move it up to a “B” next month)!

- It’s tempting to “click off” the “C’s” rather than tackle the “A’s” since “C’s” are easy and quick to complete. Although this helps you feel like you’ve accomplished something, all you’ve really done is to stay busy! Spend time moving toward goals instead of just filling hours or crossing unimportant items off your list.
 - Don’t always work at other people’s “A’s” instead of your own.
 - When you keep your priorities clearly in mind throughout the day, you manage your stress instead of letting it manage you.
 - To make your time count, your life count, yourself count—spend yourself, your life and your time where it counts!
6. You may read the *Each Day is a New Account* essay, as a challenge to the group.
 7. Invite participants to apply their insights about time priorities in a mini time-management plan.
 - Drawing on what you’ve learned so far during this experience, answer Questions 4 and 5 on your worksheet.

Variations

- As part of *Step 7* participants form groups of three and compare insights about their time use patterns and resolutions for change. This is an ideal way for people to discover that everyone’s priorities are different!

EACH DAY IS A NEW ACCOUNT

*If you had a bank that credited your account each morning with \$86,000 . . .
That carried over no balance from day to day . . .
Allowed you to keep no cash in your accounts . . .
And every evening canceled
whatever part of the amount you had failed to use during the day . . .*

What would you do?

Draw out every cent every day, of course, and use it to your advantage!

Well, you have such a bank . . . and its name is TIME.

*Every morning, it credits you with 86,400 seconds.
Every night, it writes off as lost whatever of this you have failed to invest to
good purpose.*

*It carries over no balances.
It allows no overdrafts.*

*Each day, it opens a new account with you.
Each night, it burns the records of the day.*

If you fail to use the day's deposits, the loss is yours.

*There is no going back.
There is no drawing against TOMORROW.*

*It is up to each of us to invest this precious fund of hours, minutes and
seconds in order to get from it the utmost in health, happiness and success!*

From The Stress Examiner © Aid Association for Lutherans, 1982.

I've Got Rhythm

This simple stress management strategy is based on the concept that there's a "right" time for everything. Participants identify the current rhythm of their lives and decide what plans will help them flow with, rather than fight against, their natural rhythm.

Goals

To illustrate that in stress management, attention to personal timing is important.

To help participants identify and act upon their current personal life rhythms.

Time frame

15–30 minutes

Materials needed

My Current Rhythm worksheet for each participant.

Process

1. Point out the relationship between personal rhythms and effective stress management by highlighting the following concepts:

- Life consists of a variety of rhythms: regular heartbeats, periods of work and sleep, the days, the seasons and the tides. There is a time for everything: a time to mourn and a time to dance, a time to keep silent and a time to speak, a time to weep and a time to laugh, a time to work and a time to play.
- Ancient cultures attended carefully to these patterns. Their sense of timing was highly developed. The Greeks even coined a word for the "right time." They called an opportune moment the "*kairos*." Earlier cultures have known that doing anything at the wrong time created inefficiency and, at times, disaster.
- Unfortunately, in our culture most of that wisdom has been lost. Most people are out of touch with their natural rhythm. Awakened by alarm clocks, eating lunch when their supervisor tells them to, hurrying to finish school, visiting Mother on Sunday afternoon, their natural rhythm is interrupted.
- Resisting one's natural rhythm and sense of timing takes a lot more energy than going with its cadence. Continuously swimming against the flow of your life's current rather than floating with it creates excess stress.

2. Direct participants in an exercise to get in touch with their own personal rhythms.
 - Please stand up. Try for a moment to become aware of your own rhythm. Start moving in some way (walking, swaying, stretching, bouncing, bending) until you find a style and pace that feels natural, comfortable, familiar. Really tune in to yourself. Do what feels good. Pay attention to your heartbeat, your breathing, your muscle tone, your sense of balance. (2 minutes)
 - Now, speed up your movement a little bit, then more dramatically. Be aware of how this hurried pace feels. (1 minute)
 - Return to your natural rhythm now. See how that feels in comparison. (1 minute)
 - Now slow your pace way down. Be aware of how this slowdown affects your breathing, your balance, your heartbeat. (1 minute)
3. Invite comments from the group on what they experienced in relation to their internal rhythm.
4. Distribute and ask participants to complete the My Current Rhythm worksheet.
 - ☞ *Suggest that people work quickly, jotting down the first response that comes to mind.*
5. Make the following suggestion for adjusting stress management plans to fit with the sense of rhythm and personal timing.
 - Pay attention to your personal rhythm. Let your rhythm guide your actions. Trust your internal wisdom. Attend to your own needs of the moment. If now is a time to be quiet, be quiet. If it's time for you to fight, then fight. If it's a time to play, play wholeheartedly. You can't make jam 'til the strawberries are picked.
 - If you're a "charger," always going full bore and forcing yourself to accomplish too much too quickly, then your task is to learn to throttle back to your natural rhythm rather than scrambling to stay ahead of yourself. Your challenge is to listen to the subtle sounds of life within you and swing along with the cadence of that music. If you're worried about missing the boat, remember the Titanic.
 - If you're a "lagger" who crawls along, hanging back and procrastinating, then you, too, need to listen. There are "right" moments for bold and daring actions. Seize them and go for it.
 - Conserve your energy. Just ride along through the jolts and delays of life, instead of fighting them. Why not? Your rhythm will carry you.

MY CURRENT RHYTHM

1) How do you normally respond to the rhythm of your life?

___ I'm usually pushing ahead of my own rhythm.

___ I'm usually right in harmony with my own rhythm.

___ I'm usually lagging behind my natural rhythm.

At this moment I'm _____ the rhythm of my life.

(ahead of/behind/right in step with)

2) Use these questions to help identify your natural rhythm at this particular time in your life. Write down the first thought that enters your mind.

Maybe I don't need to be/do _____ any more.
(something you need to give up)

Maybe I still need to be/do _____ some more.
(something you need to hang on to)

Maybe I need to be/do _____ sometime soon.
(a future direction or goal)

Maybe I need to be/do _____ once again.
(a past resource or strength to revive)

Maybe I need to be/do _____ sometimes.
(something inconsistent or tentative)

Now is the "right time" for you! But what is it the right time for? Look at your answers so far. What is the "kairos" for you right now?

Now is the right time for me to _____

3) Take your insights seriously as you create a plan for stress management.

Based on my current rhythm, these are some elements I should/should not include in my stress management plan:

I should include _____ I should not include _____

4) Please note: Each time you respond to these questions, your answers will probably be different. Why not? Your rhythm is constantly in flux. Answer these questions again on the 12th day of each month. Then post your answers on the refrigerator door!

Goals, Obstacles, Actions

This in-depth planning exercise helps participants set goals, formulate strategies for moving toward their goals, and monitor their progress.

Goals

To help participants identify a limited number of specific behavior change goals.

To formulate a plan of action for overcoming the obstacles that hold them back, and to monitor their step-by-step progress toward their goals.

Time frame

30–60 minutes

Materials needed

Blank paper and two or three Goals, Obstacles, Actions worksheets for each person.

Process

A. Formulating the Goals (15–30 minutes)

1. Distribute two sheets of blank paper for goal setting.
 - Write down a list of personal goals related to the course/workshop. Record as many ideas as you like.
 - 👉 *Use whatever warm-up seems appropriate, based on the style and content of the course. You may want to review the subjects covered and ask participants to peruse their own notes. Or if participants have kept a running “wish list” (see Wellness 2, p 52), have them refer to this list as they begin selecting their goals.*
2. Ask participants to reflect on their initial list of goals based on the following criteria.
 - 👉 *Be sure to give participants enough time between questions to register their responses.*
 - Are these your own goals, or are they expectations someone else has set for you? Cross out those that are not fully your own.
 - Are the goals realistic and attainable? Cross out those that you believe are impossible for you now.
 - Are they stated positively? (“I want to quit smoking” is stated negatively. The positive goal is “I want to be a non-smoker!”) Rephrase your goals into positive statements of intention.

- Are you willing to begin working right now to achieve these goals? Cross out all those to which you respond “no.” Hold them for some later date.
3. Ask participants to select 1–3 goals for further in-depth work and to list those goals selected on a second sheet of paper.
- ☞ *For this exercise the maximum number of goals should be three—one or two would be preferable.*
4. Ask participants to refine their goals by responding to the following issues:
- ☞ *Give participants enough time between questions to register their responses.*
 - Make each general goal very specific—what, when, where. (“I want to be happier” is a goal, but it’s not specific. “To be happier, I want to improve my relationship with Bob” is specific.)
 - Check whether the specific wants are consistent with your belief system—your values, self-concept, long-range goals, commitments, etc. If not, modify the goal or cross it off your list.
 - For each specific goal answer the following questions:
 - What might I have to give up in order to reach this goal?
 - Am I willing to give this up?
 - What parts of this goal don’t I want to touch right now?
 - What moves might I be willing to make now?

B. Confronting the Barriers (5–15 minutes)

5. Distribute one or more Goals, Obstacles, Actions worksheets with instructions.
- Write one of your specific goals in the upper left-hand corner of the worksheet.
 - List all the roadblocks and obstacles that have kept you from reaching this goal in the past. Answer the questions in Column 1, *Obstacles and Roadblocks*.
 - Why have you not already achieved this?
 - What’s stopping you?
 - Write as many responses as you can.
 - Now list possible solutions for overcoming each separate obstacle and record these ideas in Column 2, *Possible Solutions*.
 - ☞ *If participants are working on more than one goal, be sure they use a different worksheet for each one and complete Step 5 for each separate*

goal before moving on to Part C.

C. Formulating the Action Plan (5–15 minutes)

6. Invite participants to consider how they might implement some of their potential solutions.
 - Look over your list in Column 2 and circle all the activities you will undertake in order to remove each barrier and move toward your goal(s).
 - Then decide on the specific timing for each activity to which you are committing yourself. (What will you do? When? Where? How often? For how long?) Record this information in Column 3, *Timing*.
7. Challenge participants to identify a reward they will experience or give themselves when they have successfully completed each activity. These are recorded in Column 4, *Rewards*.
8. To clarify their action plan, participants complete the sentence stems at the bottom of the worksheet.
 - ☞ *Participants complete Steps 6–8 for each goal.*

D. Monitoring the Progress (5–10 minutes)

9. Challenge participants to set up a system for evaluating their progress towards their goals.
 - Set specific appointments (daily, weekly, monthly) with yourself for monitoring your performance and for evaluating the success of each activity.
 - Get out your calendar right now and mark these dates.
 - ☞ *Remind participants to reward themselves for following through on their plans, even if the goal is not reached. After all, the plan was only an “estimate” of what might help them achieve the goal. However, participants are not to reward themselves for planned activities they never complete—even if the goal was reached.*
10. Conclude with a reinforcing homework assignment.
 - When evaluating your progress at the appointed time(s), mark down dates when activities were accomplished, revise plans as necessary for unfinished goals, set new goals and begin again.
 - Record their progress in Column 5 of the worksheet or in a separate journal.
 - ☞ *After the initial weekly or monthly checkpoints are completed, participants are to continue to replan at least once each year, and to reward themselves for whatever positive change they have maintained. They may want to*

select a special day such as their birthday, anniversary or New Year's Eve for this yearly checkup.

It is important for future reference that participants track all progress in writing, and record the results of these "performance checks" in a log book of their choosing.

Inform participants that if they temporarily go off course, they are not failures! Encourage people to re-examine their goals. If they no longer desire the goal, drop it! If they are still intent on reaching it, they should analyze what went haywire, learn from the difficulty they've faced and formulate a new plan of action—in writing!

GOALS, OBSTACLES, ACTIONS

My goal: _____

(1) OBSTACLES AND ROADBLOCKS	(2) POSSIBLE SOLUTIONS AND ACTIVITIES PLAN OUTLINE
<i>Why have I not already achieved this? What's stopping me?</i>	<i>How could I overcome these obstacles by using my strengths and resources?</i>
A	
	B
	C
A	
	B
	C
A	
	B
	C
A	
	B
	C
A	
	B
	C

As I reach toward this goal I will be/have more:

