

FOIA MARKER

This is not a textual record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

Collection/Record Group: Clinton Presidential Records
Subgroup/Office of Origin: National Service
Series/Staff Member: Jim Kreidler
Subseries:

OA/ID Number: 1284
FolderID:

Folder Title:
[Proposal - ELERT [Effective Learning Techniques] [loose] [2]

Stack:	Row:	Section:	Shelf:	Position:
S	66	2	5	1

ELERT

MODULE 2

ACTIVE LISTENING

&

NOTETAKING SKILLS

IT'S AN UNANSWERED QUESTION.

BUT LET US STILL BELIEVE IN THE DIGNITY

AND IMPORTANCE OF THE QUESTION.

Tennessee Williams

MODULE 2

ACTIVE LISTENING AND NOTETAKING SKILLS

WHAT IS COVERED IN THIS MODULE?:

- *A method for you to ask questions during and after a presentation.**
- *A helpful format for your taking notes.**
- *Ways to help you predict and rephrase what the speaker says.**
- *How you can make a summary of the notes of each presentation or discussion.**

You can use these techniques at work meetings, discussions with coworkers or your manager or at training sessions such as the ELERT program you are attending now, for work and personal development.

REVIEW OF THE OUTSIDE ASSIGNMENT ON LISTENING

Here will be your chance, at each Module, to review what you discovered outside of the seminar. You had an assignment to listen to a presentation. Be sure to bring your notes of what you heard (and saw) with you when you attend this second seminar. You will be expected to answer questions like the ones below:

- *What was the topic of the discussion or lecture?**
- *Did you have any questions of the speaker?**
- *Did you ask any questions of yourself?**
- *Did you use any system or method to take notes?**
- *Did you use any sense or style of learning you don't usually use?**

**EXERCISE II, MODULE 2:
IMPROVING LISTENING AND NOTETAKING SKILLS**

So, specifically, how does anyone become a more effective listener and note taker?

ASK QUESTIONS!

**YOU TAKE IN AND PROCESS INFORMATION 3-5 TIMES FASTER
THAN A SPEAKER TALKS!**

SO:

FIRST:

**FILL THAT EXTRA TIME BETWEEN THE SPEAKER'S WORDS
WITH QUESTIONS!**

(Ask them of yourself -- you don't want to be obnoxious)

SECOND:

WHEN THE SPEAKER IS DONE, ASK QUESTIONS OF HER/HIM

WHAT KINDS OF QUESTIONS?

WHO?

HOW DO I BELIEVE THAT?

WHAT IF?

WHEN?

WHY?

HOW DOES IT WORK?

This works for anyone, **anywhere**. You can ask questions such as these when you are at any meeting, at work, for a volunteer group, even a social club for that matter -- any situation where people get together, listen to each other and must record what went on in that meeting:

WHO is to come to the sales meeting?

WHY are we two million dollars in the red?

WHAT if we move that turret lathe over there?

HOW do I get that safety equipment and ear plugs?

WHEN do we meet next? **WHERE?**

HOW do I get that computer to work?

So how does a person listen actively and take notes effectively? Try these simple steps:

ACTIVE LISTENING WITH NOTETAKING

ORGANIZE NOTETAKING

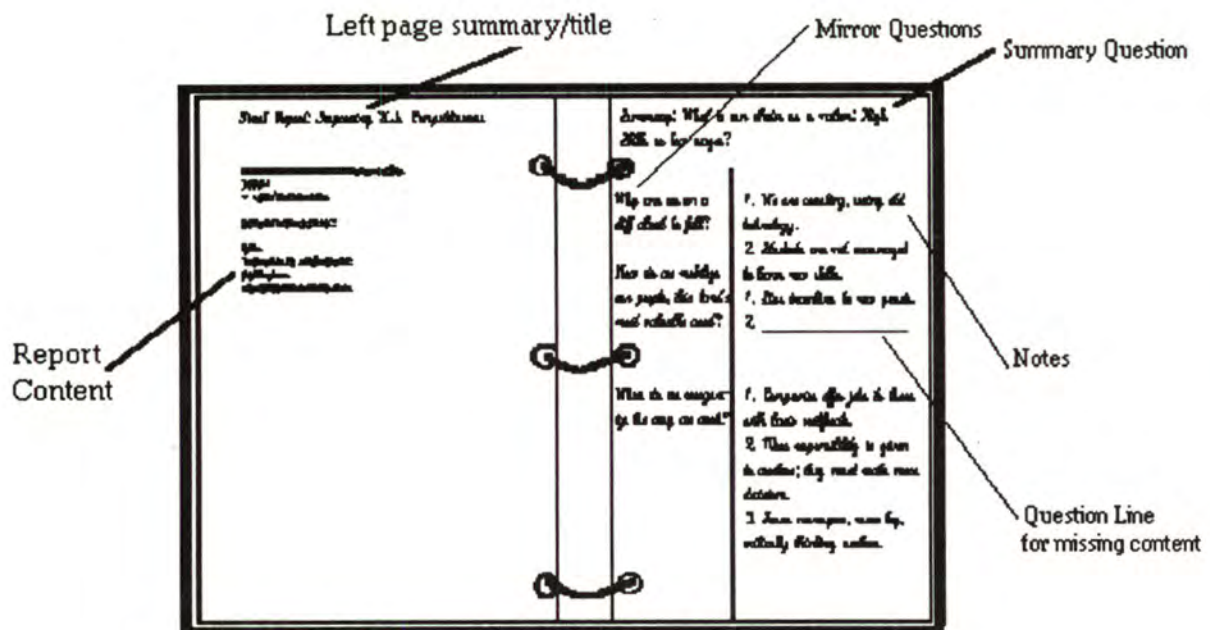
ASK THESE QUESTIONS: WHO?, WHAT?, WHERE?, WHEN?, WHY?

PREDICT & REPHRASE WHAT SPEAKER SAYS

SUMMARIZE WHAT SPEAKER SAYS

Finished note pages should look like this:

ORGANIZING YOUR NOTES



Use the graphic above to help you use the most effective process of taking notes. Go to your own notebook and draw a line on several right-hand pages, about two-thirds of the way from the right side of the notebook -- just as you see it above.

With the "notes organizer" graphic on the preceding page as your guide, you may have some questions of this technique to ask of your instructor. Examples might be:

"What kind of questions do I write to the left of my notes, on the right page?"

"How do I take notes fast enough?"

"What if I fall behind? Or, what do I do if I miss a line or lose track of what the speaker is saying?"

"Can or should I ask questions of the speaker?"

"What kinds of reports and comments do I write on the left page?"

Be ready to take notes on these questions and other questions that you think of when your instructor takes you through the notetaking method step by step. By the way, when you take notes and follow the instructions in the seminar, use that notetaking method.

SUMMARY OF NOTETAKING

To summarize, here are twelve tips that will help you use the ELERT notetaking method effectively:

12 TIPS FOR TAKING EFFECTIVE NOTES

- 1) ORGANIZE YOUR NOTE SHEET**
- 2) KEEP WRITING--PRESS AHEAD!**
- 3) DRAW A LINE FOR WHAT'S MISSED**
- 4) ASK QUESTIONS OF SELF & SPEAKER**
- 5) WRITE Q'S ON LEFT SIDE OF SHEET**
- 6) TAKE NOTES ON RIGHT SIDE OF SHEET**
- 7) PREDICT WHAT SPEAKER WILL SAY**
- 8) USE ABBREVS.**
- 9) DEFINE ABBREVS. FOR SELF**
- 10) REVIEW NOTES IMMEDIATELY**
- 11) WRITE SUMMARY/TITLE QUESTION**
- 12) USE LEFT PAGE FOR ANALYSIS/REPORTS/FORMULAS**

Remember, if you are not sure what to do, ASK QUESTIONS, then FOLLOW THE TIPS! With a little practice, your notes will look sharp and you will have the information you need at your fingertips.

Next, PRACTICE! Your instructor will be reading a passage to you. See if you can get the important points from what she/he reads to you. We are sure that with a little practice of this method, you will capture all of the information that you will need.

OUTSIDE APPLICATION: MORE PRACTICE NOTETAKING



When you have completed the seminar for Module 2, listen to at least two presentations between now and the next ELERT seminar. They can be presentations at work, a sermon at church, a meeting of a social club, a presentation on public television, etc.. Be sure that you find a place and time where you can listen **AND** take notes, and that you DO both listening and notetaking. This is an activity that is at least as important as anything else in your life -- the better you can capture what others say, the better people will like and respect you. Is there any better reason than that?

So, here are some final thoughts that will help you with your assignment:

TIPS FOR THE OUTSIDE APPLICATION:

To continue to increase your skills in active listening and taking effective notes, use the method you have practiced at the seminar. You will not need any special aids. Remember, keep it simple!

1. Use a spiral-bound or three ring notebook and divide the right page with a vertical line about one third of the way to the right.
2. Take all of the notes you can on the right two thirds of the RIGHT-HAND page.
3. As you are listening, start asking questions (of yourself), and write those questions immediately on the left-hand portion of the right page.
4. The questions should reflect what you hear (for this reason they are called "mirror questions").
5. If this is a speech, try to ask questions of clarification from the speaker if you are missing some parts of what he/she said.
6. Once the speaker or the presentation is finished, then quickly go back over your notes. Try to recall what was said about each point. Those mirror questions will help you.
7. Take a few minutes after the speech or discussion and try to come up with a Summary Question that says what the speech or presentation was all about. Write that summary question at the top of the page.
8. The final thing you will do with these notes, especially if you must produce a report of what you heard, is write out your report or reply to what the speaker said--ON THE LEFT PAGE.



CLOSING EXERCISE for MODULE 2

DOES THIS MAKE SENSE TO ME?

After you have practiced notetaking skills and been in the ELERT seminar, taken the quiz and filled out the Participant Questionnaire, you need to stop and reflect. Ask yourself these questions and jot down your answers below the questions. You might wish to start a diary using these questions. Feel free to transfer your answers to your diary or tear this page out and put it into a "Folder for Your Thoughts". Just remember to use the notetaking methods you learned.

JUST WHAT DID I LEARN ABOUT LISTENING AND NOTETAKING?

(Mirror Question)

(Your Answers)

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

WHAT'S IN THIS MODULE FOR ME? OR: JUST WHAT GOOD DOES IT DO ME?

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

**THERE ARE SOME PEOPLE THAT IF THEY DON'T
KNOW,**

YOU CAN'T TELL 'EM.

Louis Armstrong

WHY BE ONE OF 'EM?!

REFERENCES

"America's Choice: high skills or low wages!" Preface of the Report of the Commission on the Skills of the American Workforce, The National Center on Education and the Economy, Rochester, N.Y., 1990

Apps, Jerold W., *Study Skills, for those adults returning to school*, New York, N.Y., McGraw-Hill, 1978, pp. 30-36.

ELERT

MODULE 3

ACTIVE READING -- SKILL IMPROVEMENT

**PROPERLY, WE SHOULD READ FOR POWER.
MAN [WOMAN] READING SHOULD BE [WOMAN] MAN
INTENSELY ALIVE.**

**THE BOOK SHOULD BE A BALL OF LIGHT
IN ONE'S HAND.**

Adapted from: Ezra Pound

MODULE 3

ACTIVE READING -- SKILL IMPROVEMENT

WHAT IS COVERED IN THIS MODULE?

- *How you did the active listening assignment.**
- *Learning the active reading method:**
 - asking questions and making reading relate to you.**
- *Helps you practice asking key questions while reading.**
- *Have fun trying to decipher crazy assembly instructions--and build a home gardening tool?**

REVIEW OF THE OUTSIDE APPLICATION: ACTIVE LISTENING AND NOTETAKING

You will be meeting in pairs to share what you heard and recorded in your notes when you listened to two presentations. You will have the opportunity to describe your answers with a partner to questions like these:

- A. The reason for the meeting, lecture, sermon, etc.**
- B. The main points the speaker wished to make**
- C. The overall purpose of the speech or presentation**

The other partner will listen and then ask questions about the presentation and your notetaking, such as:

- D. How did you find this notetaking helpful?**
- E. What would you do differently to make the notetaking even more successful?**

Then, you and your partner reverse roles. Finally, you should expect to summarize what techniques were most helpful to you in active listening. You probably will also be called upon to describe what worked for you.

EXERCISE II: EFFECTIVE READING

This module is designed to show you how to be more effective when you read. There are just a few guidelines which you will need to follow to be an effective reader. Remember, you concentrated on asking questions to be a more effective listener in the last module. By asking similar questions and using your writing skills, you will become a very effective reader. Whenever you must read for information, such as memos or letters at work, or a report to review for your boss, or when you are learning some new information for a new job -- **when it is important to capture what you read**, ask these questions:

- A. What is the book or chapter about?**
- B. What are the main ideas?**
- C. Is the content true?**
- D. So why is the material important?**

Now, where do you suppose the answers to these questions go? If you guessed "in my notebook", you are on the money! Since you have a format you have already learned to use when you listen, use the same format: just put these questions on the left side of the right-hand page, the answers to them on the right side of the right-hand page.

Here's a second set of clues for effective reading:

Read first for overview--skim
Read for specific answers
Read for understanding

It looks like you will have to do three times as many things as regular reading, doesn't it? There has been a lot of research done on this process and what most people find is that the process takes **no longer** than normal reading because most of us normally forget so much of what we read that we have to keep going back and rereading anyway.

Let's look at the three steps in more detail. First, you:

READ FOR OVERVIEW

This first step is designed to be an opportunity for you to get the "lay of the land"--to help you look for topic headings, key words or sentences, and a look at the end to find out "whodunit", the summary sentence or paragraph. So, instead of just starting at the beginning and grinding through the whole article or book, you pick spots to concentrate on in order to get ready for the second step. If you have a large book to get through in a short time, then break your reading up into short time segments, which also helps your concentration. (This method works especially well if you have a long, boring or technical article.) Then you:

READ FOR SPECIFIC ANSWERS

Remember, you are supposed to ask questions at the beginning. While you are skimming, you will be getting further clues as to which questions the article or book is trying to answer. Jot those answers down to those questions! Oh, by the way, don't bother to underline or highlight what you read. It is far more effective to **WRITE DOWN** the specific questions and answers that are important in the material. Look for **key words** -- words in the content of what you read that are the same, that is are the exact answers to the questions you ask.

Finally, go back to the beginning of the reading and:

READ FOR UNDERSTANDING

This time through the article, when you read, try to fill in the answers to all of the questions you have: answers to the first four questions that are given above; answers to questions of specific content which were not answered. At the end of all of this, you want to be able to write a summary question, just like you did when you listened, such as: What was the point of this article or book? Or, Why is this article or book important to me?

The instructor will give you an example of a reading passage. Use the three steps that you just went over to read that passage. Try NOT to read it like a novel or read it just for fun. You will have to concentrate on using the three phases of reading. This will be your chance to practice exactly what will make you a very efficient and effective reader.

THERE WILL BE A PRACTICE READING IN THE SEMINAR AT ABOUT THIS POINT.

(Check out the first reading in Appendix A at the back of this book.)

EXERCISE III READING AND GROUP PROBLEM-SOLVING "THE FLINGELFLAPPER"

This is a group exercise that will have you read instructions to assemble a home garden tool (or some such thing). You should bring all of your creativity to this task. Especially, try to think which style of learning you usually use and which style you are working to improve. Then try to use both of those styles of learning in this exercise. You will be working with teammates to translate some C-R-A-Z-Y assembly instructions into instructions that make sense to you and to other people. Your instructor will have you rewrite and possibly demonstrate how to make instructions work more effectively. Since you have some new skills in reading, you will need to put them to good use here!

WORKOUT

OUTSIDE APPLICATION: MORE READING PRACTICE

We have included two reading passages which may be assigned during the ELERT module on reading: "The Case for More School Days" and Chapter 9 of *America Now*. Look to Appendix A in the back of this book for your copy of these articles.



Try your hand at reading the "School Days" article, since it gives you lots of guides to help you use the three-step reading process we outlined earlier. Once you have finished taking notes of what you read, try to write a summary question about the article. Then, read the next article. The second article is more complicated. Break it down into bite-sized chunks, ask lots of questions of what you are reading, and try to write a summary question about this article. Try to be ready for your instructor to ask you to compare what was said in the first article to what was said in the second. Your instructor will take you through a question and answer session at the next seminar.

You will also want to try your skills figuring out a memo or letter say, from where you work, using this questioning/notetaking method. Just remember: The more you practice these skills, the more accurate and quick you will become at reading and recording the important stuff.



CLOSING EXERCISE for MODULE 3

DOES THIS MAKE SENSE TO ME?

After you finish the exercises of the ELERT reading seminar, and tried to improve your skills, its time to stop again and think about what you have learned. Answer these questions for yourself:

**OK, JUST WHAT DID I
LEARN ABOUT EFFECTIVE
READING SKILLS?:**

ANSWERS:

_____		_____
_____		_____
_____		_____

**AM I BECOMING A MORE
EFFECTIVE READER? HOW?:**

_____		_____
_____		_____
_____		_____
_____		_____

**SO, WHAT'S IN IT FOR ME?
WHAT GOOD DOES ACTIVE
READING DO FOR ME?:**

_____		_____
_____		_____
_____		_____
_____		_____

ANY RELATED QUESTIONS?:

_____		_____
_____		_____
_____		_____
_____		_____

**THE GREAT AIM OF EDUCATION
IS NOT KNOWLEDGE
BUT ACTION.**

Herbert Spencer

**A PROBLEM IS A CHANCE FOR YOU TO
DO YOUR BEST.**

Duke Ellington

REFERENCES

We hope you have a positive attitude toward reading now. If you are planning to return to school for technical training or, perhaps, college, you might want to look into the following books:

Apps, Jerold W., *Study Skills, for those adults returning to school*, pp. 30-36, McGraw-Hill, New York, N.Y., 1978.

Siebert, Al and Gilpin, Bernadine, *Time for College*, Practical Psychology Press, Portland, Oregon, 1989.

ELERT

MODULE 4

READING AND LISTENING PRACTICE

BEGINNING CRITICAL THINKING

**ITS A FUNNY THING ABOUT LIFE,
IF YOU REFUSE TO ACCEPT ANYTHING
BUT THE BEST,
YOU VERY OFTEN GET IT.**

W. Somerset Maugham

MODULE 4

READING AND LISTENING PRACTICE--BEGINNING CRITICAL THINKING

WHAT IS COVERED IN THIS MODULE?

- *Review and practice of your active reading assignment.**
- *Learning the Pro-Con List method of critical thinking.**
- *Helping you learn to make effective decisions in a group.**

EXERCISE I

REVIEW OF THE OUTSIDE APPLICATION: MORE READING PRACTICE

You had an assignment to read two articles: excerpts from *America Now: The Anthropology of a Changing Culture* and "The Case for More School Days." You will have the chance to meet again with a partner and share your findings about the reading assignments. When you read anything, you should be able to answer some relevant questions about what you read. The questions should include:

- *What is the article about?**
- *What are the main topic points of the article?**
- *Is the content true?**
- *What is important to me?**

Here are some additional questions you should be able to answer about the reading assignments:

- *What was the central theme of each article?**
- *What were the main points?**
- *What were the major similarities between the articles?**
- *Were there major differences between the articles?**

EXERCISE II: THE PRO-CON LIST AND "THE BUCK STOPS HERE"

You have had a few days now to practice listening, reading and taking notes. The last ELERT seminar also began to challenge you to start thinking about what you read. In this seminar, you will begin to use some basic methods to analyze and understand the information you have uncovered.

The method you will be using for this module is called the "Pro-Con List." This method involves nothing more than looking at an idea or option that someone suggests, weighing the good and bad points of that idea (the pros and cons) and coming up with a set of final reasons to accept or reject the idea. An example of a problem that was solved by a Pro-Con List is given below:

THE PRO-CON LIST	
OPTION REVIEWED: <u>Should I buy a fishing hat?</u>	
<u>PROS</u>	<u>CONS</u>
1. It will keep the sun off my head	1 1. It will mat down my hair
2. The hat only costs \$7.50.	1 2. I could use the money.
3. I could wear it backwards when I sing I bet I look cool when I do that.	1 3. People say I look like a dweeb with it on.
4.	1 4.
5.	1 5.
6.	1 6.
SUMMARY: <u>The hat might keep the sun off my head but the other reasons outweigh my getting it-</u> <u>-especially since people think I look like a dweeb with it on.</u>	

Now, you might try filling in your own Pro-Con List. Think of a situation where you need to make a decision. How about where you might go out for entertainment, or dinner? Or, maybe you must make a more important decision such as: "Should I go to that business college?"; or, "Perhaps I need to move closer to work?" Look on the next page for your practice Pro-Con List.

First, put a title on your List where it says: "Option Reviewed." Use a title that captures the meaning of the particular decision you are trying to make.

Next, list all of the reasons why you would go, do or buy something under the "Pro" heading. List all of the reasons you would not do this under the "Con" heading.

What you will find, if you play this properly, is that only one of the Pro-Con headings will have a lot more reasons and/or a lot more **effective** reasons under it. Next, sum up your decision and base it upon whether the Pros and Cons won. Write your final reasons for your decision on the "Summary" line. Try the Pro-Con process on a decision you have to make and see what results you get!

Once you have completed your Pro-Con List, you will be ready to try the exercise that your instructor will introduce to you, called "The Buck Stops Here." In that exercise, you will have to make a decision that is based upon several options for adding improvements to a business. This exercise will also require that you share your understanding of the options with other people. So, not only will you have to read each of the options carefully, but you will need to discuss your reasoning and present your ideas in a convincing way. Be sure to keep the Pro-Con method in mind when you work on this exercise.

THE PRO-CON LIST		
OPTION REVIEWED: _____		
PROS		CONS
1.	1	1 1.
2.	1	1 2.
3.	1	1 3.
4.	1	1 4.
5.	1	1 5.
6.	1	1 6.
SUMMARY: _____		

Here's another copy of the Pro-Con List for your work in the seminar:

THE PRO-CON LIST

OPTION REVIEWED: _____

PROS

CONS

1.

1

11.

1

2.

12.

1

3.

13.

1

4.

14.

1

5.

15.

1

6.

16.

1

1

SUMMARY: _____

SEMINAR EXERCISE:
THE BUCK STOPS HERE

NOTES:	
Q's	
Q's	
Q's	
Q's	
Q's	
Q's	
Q's	
Q's	
Q's	
Q's	

Here's an additional Pro-Con List for your work during "The Buck Stops Here:"

THE PRO-CON LIST

OPTION REVIEWED:

PROS

CONS

1.

1

11.

2.

1

12.

3.

1

13.

4.

1

14.

5.

1

15.

6.

1

16.

1

1

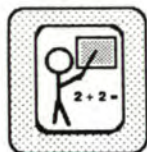
SUMMARY:



OUTSIDE ASSIGNMENT SOLVING A REAL LIFE PROBLEM WITH THE PRO-CON LIST

Your assignment this time will be to look at a problem at work, or at a civic group that you belong to, such as the PTA, or a community round table, or a tenant's council, or whatever group you belong to. Try using the Pro-Con technique to help you obtain solutions. Record your solutions on a Pro-Con sheet or in your notes using the Pro-Con List format. When you come to the next seminar, then you will be expected to share your situation and the solutions you found with a number of your teammates. By comparing solutions and how you used your Pro-Con List, you will gain very useful practice in thinking through problems, in listening and observing alternative thinking. Good luck!

THE OUTSIDE ASSIGNMENT PRO-CON LIST		
OPTION REVIEWED: _____		
PROS		CONS
1.	1	1 1.
	1	
2.	1	2.
	1	
3.	1	3.
	1	
4.	1	4.
	1	
5.	1	5.
	1	
6.	1	6.
	1	
	1	
SUMMARY: _____		



CLOSING EXERCISE for MODULE 4

DOES THIS MAKE SENSE TO ME?

Well, you have completed four modules of the ELERT method. Do you seem to be getting useful information out of the seminars and this workbook? You should, for yourself, answer some key questions about the listening and reading practice that are used with the Pro-Con List. You might try these:

**WAS THE PRO-CON LIST
USEFUL WHEN I MADE
DECISIONS WITH IT ALONE?
HOW?:**

ANSWERS:

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

**WAS THE PRO-CON LIST
USEFUL WHEN I MADE
DECISIONS WITH OTHER PEOPLE?
HOW?:**

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

**SO HOW WILL I MAKE
THE METHODS I LEARNED
IN THIS MODULE WORK FOR ME?:**

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

**A PROBLEM IS A CHANCE
FOR YOU TO DO YOUR BEST**

Duke Ellington

REFERENCES

Bolles, Richard N., *The Three Boxes of Life and How to Get Out of Them*, Ten Speed Press, Berkely, CA, 1978.

Kornfield, Louis, *To Catch a Mouse, Make a Noise Like a Cheese*, Prentice-Hall, Englewood Clifffes, N.J., 1983.

ELERT

MODULE 5

CRITICAL THINKING:

QUESTION CHARTS AND FLOW DIAGRAMS

**CREATIVE (& CRITICAL) THINKING
COULD BE DESCRIBED
AS A TYPE OF
LEARNING PROCESS
WHERE TEACHER AND PUPIL ARE LOCATED
IN THE SAME INDIVIDUAL.**

(Adapted from) Arthur Koestler

CRITICAL THINKING: USING QUESTION CHARTS AND FLOW DIAGRAMS

- *Methods to help you simplify complex problems, and have fun at it!**
- *Tools to help you record your decisions.**

MY OBSERVATIONS USING THE PRO-CON LIST:

61

Here's a summary of when a Pro-Con list is useful and when it is not:

BENEFITS OF A PRO-CON LIST

- *It lists the best and the worst points
- *It's quick
- *You get to the core of the benefits and drawbacks
- *You don't have outside expert to analyze problem

DRAWBACKS OF A PRO-CON LIST

- *It can lead to abbreviated thinking
- *Not all options can be reviewed on one page
- *It can give you the small details but miss the big picture

EXERCISE II

THE QUESTION CHART

A WAY TO ANALYZE MORE COMPLEX ISSUES.

This next exercise is designed to provide you a more complete method to analyze a problem using information you pick up along the way. Take a moment to look back on the "Buck Stops Here" activity notes that you did for the last Module. You can put all of the Pro-Con information on all of the choices you had in that exercise into one simple Question Chart. The example you see here is more complete than a Pro-Con List. It concentrates the details you need to solve the exercise you had in the last Module:

"THE BUCK STOPS HERE" QUESTION CHART

	Computer & Training Ctr.	Child Care Facility	Fitness Center	Parking Facility	Air Cond.	Dining Room
	1	1	1	1	1	1
What makes this	1	1	1	1	1	1
option cost-effective?	1	1	1	1	1	1
	1	1	1	1	1	1
How does this option	1	1	1	1	1	1
improve worker pro-	1	1	1	1	1	1
ductivity?	1	1	1	1	1	1
	1	1	1	1	1	1
How does this option	1	1	1	1	1	1
benefit all employees?	1	1	1	1	1	1
	1	1	1	1	1	1
How does this option	1	1	1	1	1	1
help promote employees	1	1	1	1	1	1
from within the company?	1	1	1	1	1	1
	1	1	1	1	1	1
In what ways does this	1	1	1	1	1	1
promote teamwork and	1	1	1	1	1	1
quality of worklife?	1	1	1	1	1	1

QUESTION CHART EXERCISE

After you think through what should go into the columns of the Question Chart (on the previous page), when your trainer instructs you, try writing in answers to the Question Chart that summarizes the "The Buck Stops Here" exercise.

After you have practiced with the Question Chart, just remember that when you want to solve a problem with a useful technique:

TO MAKE A QUESTION CHART

- *Form a grid: Possibilities are HEADINGS of COLUMNS, Questions about options go in the ROWS.**
- *Start with the top question--try to find an answer for each HEADING.**
- *Those columns that are skimpy or do not have answers, MARK THEM -- to check out later -- or DROP THEM.**
- *Are there more questions to be added?**
- *Which options have the most and best answers? GO WITH THEM.**

QUESTION CHART OVERVIEW

(What to remember when using a Question Chart):

- A. Give the Chart a descriptive title at the top**
- B. Options are listed near the top, to form columns**
- C. Questions are listed on the left, in rows.**
- D. Questions cannot have one word Answers.**
- E. Questions come from your own thoughts and discussion.**
- F. The columns with the fewest/poorest answers--drop.**

Keep in mind that you can always go through the Question Chart again if you get more information or more questions to ask.

SUMMARY OF EXERCISE II:

To get into the mood for doing your own work problems, build your own Question Chart. We suggest that you look at your own Pro-Con lists for the problem you brought in to the last seminar. Form a Question Chart for the problem, on your own. There are two simple Question Chart forms on the following pages to help you get started:

MY OWN QUESTION CHART

TITLE: _____

	Option 1	Option 2	Option 3	Option 4	Option 5	Option 6
	_____	_____	_____	_____	_____	_____
	1	1	1	1	1	1
What makes this	1	1	1	1	1	1
option cost-effective?	1	1	1	1	1	1
	1	1	1	1	1	1
	1	1	1	1	1	1
	1	1	1	1	1	1
	1	1	1	1	1	1
	1	1	1	1	1	1
How does this option	1	1	1	1	1	1
improve _____?	1	1	1	1	1	1
	1	1	1	1	1	1
	1	1	1	1	1	1
	1	1	1	1	1	1
	1	1	1	1	1	1
How does this option	1	1	1	1	1	1
benefit _____?	1	1	1	1	1	1
	1	1	1	1	1	1
	1	1	1	1	1	1
	1	1	1	1	1	1
	1	1	1	1	1	1
	1	1	1	1	1	1
How does this option	1	1	1	1	1	1
help _____?	1	1	1	1	1	1
	1	1	1	1	1	1
	1	1	1	1	1	1
	1	1	1	1	1	1
	1	1	1	1	1	1
	1	1	1	1	1	1
What resources are	1	1	1	1	1	1
needed for this option?	1	1	1	1	1	1
	1	1	1	1	1	1
	1	1	1	1	1	1
	1	1	1	1	1	1
	1	1	1	1	1	1
	1	1	1	1	1	1
	1	1	1	1	1	1
	1	1	1	1	1	1
	1	1	1	1	1	1

Here's a more general form of a question chart:

MY OWN QUESTION CHART

TITLE: _____

VARIOUS OPTIONS: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

SPECIFIC QUESTIONS:

1. _____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
7. _____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
8. _____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
9. _____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

THE FLOW DIAGRAM METHOD OF ANALYSIS

You can now expand upon your skills of making contrasts and comparing options with the Flow Diagram method of analysis. This is nothing more than showing how your thoughts flow from a central issue or core question to a solution. The Flow Diagram shows your reasoning steps for each option along the way so it can be especially well suited to show a chain of events. Here is an example:

WHAT IS THE BEST WAY FOR ME TO GET TO WORK?											
CAR PURCHASE?			VAN POOL ENROLL?			BUY COMMUTER TRAIN TICKETS?			BICYCLE PURCHASE?		
No	/	Yes	No	/	Yes	No	/	Yes	No	/	Yes
High In- surance Cost.		Very Con- venient. High Status.	Go only when group goes. Need extra transport for business out- side office.		Little main- tenance	Must stick with train schedule		Lo-medium cost. No main- tenance	No fun when it rains		Cheap
High monthly payments.		Can use on vacation and trips to store	Must share driving hassle.		Make new friends.	Need extra transport for business out-side office.			Dangerous on roads.		Healthy
High main- tenance.		Once paid for must use it.	Little privacy		Low cost.			Best on- time record.	Cannot run errands far or go to sales meetings.		Very little pollution.
Pollutes a lot.											
Frustrating to commute-- "drives you crazy."											
Purchase Car?			Enroll in Van Pool?			Buy Train Tickets?			Buy Bicycle?		
No		Yes	No		Yes	No		Yes	No		Yes
Why?											

This example of a Flow Diagram concerns a person who lives out in the suburbs of a large city, shows that each mode of transportation that could be used has some major drawbacks. Some of those drawbacks can be overcome but at high cost. The solution that comes from this diagram depends upon your situation. More and more people in suburb situations are using a commuter train with a bicycle/moped/car to get them to the train station because they are living further and further away from the central city. However, many people have actually moved closer to the center of town because of the cultural activities, entertainment as well as work opportunities there. So you see, the method of transportation you would use would depend upon where you live and what choices you made to be there.

The benefits of this method of analysis include:

THE FLOW DIAGRAM

- *Shows how well your lines of reasoning add up.**
- *It's like a picture so that only a little reading is needed to follow your reasons.**

SUMMARY OF EXERCISE III THE FLOW DIAGRAM:

To summarize the exercise, and the Module, tackle your own problem from work or any other place where you make decisions. Use the Pro-Con list and then, try the two techniques we just learned. Find a solution (or solutions) to the problem using each of the problem-solving methods you have learned. Finally, compare each method to the others. Use the following questions for the comparison:

WHICH METHOD:

MAKES THE PROBLEM EASIER TO SEE?

MAKES BETTER COMPARISONS BETWEEN POSSIBILITIES?

IS EASIER TO DO?

IS QUICKER?

(P.S. No one method may be the best answer to each question.)

WORKOUT



OUTSIDE APPLICATION: USING CRITICAL THINKING

To practice your critical thinking techniques you should reread the brief examples in Appendix A of your workbook: "America's Choice: high skills or low wages!", "The Case for More School Days" or *America Now: The Anthropology of a Changing Culture*. Compare the information that you have read using a Question Chart and a Flow Diagram. Your analysis of each article should include answers to such questions as: "Which options for education does each author review?" "What specific improvements do the authors recommend?" "How much does each option cost (in dollars or people)?" "When could each option be put in place?" And, "Which articles best describes the best solutions for America's educational needs."

INSTRUCTIONS FOR OUTSIDE APPLICATION:

REREAD THE THREE ARTICLES IN YOUR WORKBOOK

USE QUESTION CHART (AND FLOW DIAGRAM) TO EVALUATE ALL ARTICLES

WHAT LEARNING SOLUTIONS ARE COMMON TO ALL ARTICLES

WHICH ONES ARE NOT

DESCRIBE BENEFITS AND DRAWBACKS OF EACH OPTION

DRAW THE CHARTS AND DIAGRAMS ON FLIP CHART PAPER

BE READY TO DESCRIBE YOUR SOLUTIONS AT THE NEXT SEMINAR

Be sure to do this by yourself. You will have plenty of opportunity to work on this assignment with partners in the next seminar. To start, put the questions above (and any other questions you feel were covered in the articles) and your answers on the next page. Then use a couple of flip chart sheets from the seminar so that you can show your answers to the whole group in the next seminar.

MY REVIEW OF THE READINGS

QUESTIONS:

ANSWERS:

[illegible]



CLOSING EXERCISE for MODULE 5

DOES THIS MAKE SENSE TO ME?

You did several exercises, making decisions and watching others make decisions. You used several methods of sorting out the information which were aids to critical thinking. Take a few minutes to record your final thoughts:

**DID I FIND ANY OF THE
CRITICAL THINKING METHODS
WORKED WELL FOR ME?
WHICH ONES?:**

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

**HOW CAN THESE METHODS
HELP ME IN MY WORK?:**

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

**HOW MANY WAYS CAN I
USE THESE METHODS?:**

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

**IF THIS STUFF DOESN'T MAKE SENSE
WHO SHOULD I ASK TO HELP ME?**

_____		_____
_____		_____
_____		_____

**THE ANCESTOR OF EVERY ACTION
IS A THOUGHT.**

Ralph Waldo Emerson

REFERENCES

DeBono, E. *Teaching Thinking*, Temple Smith, London, UK, 1976.

Heiman, Marcia & Slomianko, Joshua, *Methods of Inquiry*, Learning to Learn, Inc., Cambridge, MA., 1988.

Mecklenburger, James A., "The New Revolution", Business Week, December 10, 1990, pp. 22 ED--26 ED.

Perelman, Lewis J., "A New Learning Enterprise", Business Week, December 10, 1990, pp. 12 ED--20 ED.

ELERT

MODULE 6

VALUES IN LIFE: TIME & TASK MANAGEMENT

**THE SECRET OF SUCCESS IS
CONSTANCY TO PURPOSE**

BENJAMIN DISRAELI

MODULE 6

VALUES IN LIFE: TIME & TASK MANAGEMENT

WHAT IS COVERED IN THIS MODULE?

- * To see the value of time and task management.**
- * To use a systematic method to help you learn your values.**
- * To let you see what impact that values have upon the time of your life.**

EXERCISE I

REVIEW OF THE OUTSIDE ASSIGNMENT ON CRITICAL THINKING

You will be reviewing what you found that is similar and different about the three articles you had for readings (in Appendix A), using the Pro-Con List, and the other techniques you learned such as the Question Chart and the Flow Diagram. You should be ready to share your analysis with the rest of your teammates for this exercise.

NOTES FOR OUTSIDE ASSIGNMENT REVIEW

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook or worksheet page.

EXERCISE II VALUES VOTING

Introduction:

Your life is made up of time. So time is your most precious resource. You have the power to choose which activities are important and meaningful to you in that time of your life. By making informed and careful choices, you can accomplish your life goals with greater certainty and clarity. In this module you can learn how to plan your time for the future -- to make the most of the present, and reach your highest priority goals. By the time you have finished this module, you will be able to answer the question: 'What is the best use of my time and energy?'

The American culture encourages people to be time conscious -- we pay close attention to how we use our time; other cultures are less concerned with time constraints as in certain Latin American countries or Mediterranean countries (Spain, Italy, Greece).* It is important to note that those countries with the highest focus on timeliness and planning have the highest output and personal incomes: Japan, Germany, and the United States are prime examples. Recent articles on our culture's productivity stress the need for all of us to become better at planning, learning, and accomplishing if we are going to compete and maintain our standard of living in the world market place.

Our culture stresses the importance of managing time and planning goals for the future. Unfortunately, most people in this nation do not learn how to make the best use of their time to achieve their important goals for their future. A national survey of *Psychology Today* readers showed that you can choose to live completely in the present, but this attitude can cost you higher earnings later or as we say, "**Time is Money.**" So, how do you learn to become a better planner?

HIGH PAYOFF ACTIVITIES . . . LEAD TO . . . REWARDS

AND SATISFACTION

CONTROL OF SELF ----- YIELDS ----- POSITIVE OUTCOMES,

SUCCESS AND INCOME

Your high payoff activities are tasks that will yield cherished REWARDS to you personally and can contribute to other peoples' sense of SATISFACTION with you at the same time. By relating your HIGH PAYOFF ACTIVITIES to both the present and the future, you gain a sense of control over your life, increase your SUCCESS rate to fulfill your dreams, and are more likely to feel satisfied with the OUTCOME of your work and the level of your INCOME.

*Psychology Today Magazine, March, 1985, pp. 21-26.

Time management experts agree that you can learn to use time to your advantage and overcome falling into the time waster traps. By naming a high payoff activity as a priority, you can take charge of your priorities and achieve the most important tasks with the time that you have available. You work with time as an ally to deal with tasks involving people, information, and things in realistic time frames.

If you have been practicing your active reading, by this time, you should be asking: "How do I do this?"

To make the best use of time, it is important that you understand your personal values. Values are your beliefs, attitudes, and feelings; in other words: who you are, what you believe in, and what you care about. When you set goals that are at odds with your values and behaviors those goals can lead to inner conflict, disappointment, and frustration, and lack of achievement. Knowing your values will help to guide your actions and behaviors and enable you to set goals with greater certainty, confidence, and clarity.

As you explore your values and discover how to make the best use of your time and set goals, you need to ask yourself these questions throughout the process:

1. Am I able to choose these values freely?
2. Are these the values that I am proud of and prize?
3. Am I willing to publicly affirm these values?
4. Am I willing to act on these values?

By understanding your **VALUES**, you know what will most likely be your most important or high payoff activities -- your **PRIORITIES**. Using that information will help you use your time **WISELY**. The next few exercises are specifically designed to have you become an **EFFECTIVE TIME MANAGER**.

EXERCISE II VALUES VOTING

- * Values exist within us.**
- * No Society is values-free.**
- * Group values come from sharing.**
- * We publicly share our values.**

This first exercise is a group exercise that is designed to introduce the notion that values exist within each person. You will have a chance to participate in a low-risk way and publicly affirm your values along with everyone else. No culture or society is values-free, but values-filled. Through this process of public sharing, you will see how your values are shaped by group sharing. Finally, you will also shape others' values as a result of the sharing process.

VALUES VOTING

Would you.... (Put a check mark beside each item you would do.)

1.take credit for someone else's work if your boss told you to do it?
2.like to be famous?
3.enjoy working by yourself?
4.be comfortable with and prefer working together as a team?
5.be willing to give up several week-end mornings to gain new skills?
6.make a financial sacrifice to keep your job?
7.take a cut in pay so your employer can create new products and services?
8.enjoy competition on the job or in the workplace?
9.freely donate your time to help the needy?
10. ...accept substantially higher pay for a job that involved risk or danger?
11. ...risk making mistakes by trying different ways to solve a problem?
12. ...be comfortable working with international and immigrant workers?
13. ...speak up if someone else got credit for your idea?
14. ...feel you would be happy when it is time to retire?
15. ...prefer learning without using textbooks?
16. ...take the time to plan rather than letting things happen?
17. ...feel at times that "little white lies" are justified?
18. ...turn in a friend who was a drug pusher?
19. ...hire somebody with bad breath?
20. ...have a personal life mission?

SUMMARY OF VALUES VOTING AND ALTERNATIVES

Be ready to answer the following questions in your seminar group:

Small Group Discussion:

- * How can similar/opposite views make a difference in friendships?
- * Can I work with people whose views are different than mine?
(Be ready to give examples)
- * Can people who disagree on key issues find agreement eventually?
(Be ready to give examples)

When you think about your answers to the Values Voting Questionnaire, did it show:

- A. Any surprising results or range of opinions?
- B. An influence on your decision-making?
- C. You should take a personal concern in your values?

Take a moment to write down your reaction to the three questions above:

NOTES ON VALUES VOTING

A:

B:

C:

EXERCISE III EXPLORING PERSONAL VALUES

Once that you have had a chance to work with teammates and to get acquainted with group values, you can begin to focus more on your PERSONAL VALUES.

CHOOSING VALUES

Instructions:

Start out with a blank sheet of paper. Draw a line down the middle of a sheet of paper, dividing it in half. List up to 10 things in life that you really love to do, on the right side of the sheet. Title the right-hand side, "Loves." These "Loves" can be large or small things, for example, going to a movie, growing a garden, learning to use the computer, doing well on the job, etc. Be as specific as possible.

When your "Loves" list is finished, title the left side of the paper "Values Labels. Look below for example:

CHOOSING VALUES	
VALUES LABELS	LOVES
	1
	1 1.
	1
	1 2.
	1
	1 3.
	1
	1 4.
	1
	1 5.
	1
	1 6.
	1
	1 7.
	1
	1 8.
	1
	1 9.
	1
	1 10.
	1
	1

Next, you will code your list with the VALUES LABELS that you see on the next page. You should put every code name or symbol that fits to the left of each of your "Loves" from the VALUES LABELS list.

VALUES LABELS

- * Put dollar sign - "\$" - for any item that costs more than \$5.00 each time it is done.
- * Put "ALONE" beside those items that you prefer to do alone.
- * Put "PEOPLE" for those activities you do with people.
- * Put "PLAN" beside those items that require you to plan.
- * Put "RISKY" next to those items that have risk to you-- physical, emotional or intellectual.
- * Put "BETTER" next to those items you want to become better at doing.
- * Put "KNOW" for those items that help you gain knowledge and/or the meaning of life.
- * Put "HANDS ON" for those items that you enjoy doing with your hands.
- * Put "NEW" for those 5 items that would not have been done 5 years ago.

After you have described your list of items by coding them with the VALUES LABELS, choose the top five "Loves" by placing a check-mark to the right of your five most valued "Loves" (these are your top values).

GROUP DISCUSSION

You should be ready to answer these questions when you discuss your "Loves" (values) in the seminar.

Questions to Answer in the Group:

1. How did it feel to choose among many of your prized "Loves" (Values)?
2. How many top items could you come up with?
3. Are you comfortable/uncomfortable with your choices?
4. What do your labels say about your values?

SUMMARY OF CHOOSING VALUES

It is difficult at times to give up something in order to have something else. This activity is designed to help you explore, focus on, and choose your most prized values using a variety of different labels. These choices will serve to define your top priorities for time management.

NAMING VALUES (An Alternative to Choosing Values)

Time management focuses on realizing goals through planned time frames and certain activities that lead to results. To reach our goals and enjoy getting there, it is important to look at activities that relate best to our values--who we are, what we believe in, and what we care about. These are the activities that become our **PRIORITIES**.

Look at the **Values Vocabulary List** below. Compare your top five items you love to do, your "Loves," with this list. Put a check mark beside the items of the **Values Vocabulary List** that closely correspond to your top five prized activities. **Please note:** the purpose of this section is to confirm cherished beliefs, attitudes, and feelings and translate these to key terms that you find in the **Values Vocabulary List**.

VALUES VOCABULARY LIST (Naming Values)

Check five values that you prize the most.

Recognition: To receive acknowledgement for my work and efforts in a visible or public way.

Creativity: To create new combinations of ideas and programs that did not exist before.

Security: To feel comfortable doing something, know what to expect.

Change/variety: To have a range of duties and responsibilities that frequently change.

Independence: To be able to determine my direction without others telling me what to do.

Responsibility: To accept tasks that give me a sense of challenge and accomplishment.

Money: To have earnings or other material gain.

Achievement: To derive a sense of accomplishment from my actions and see how these benefit others.

Leisure: To have opportunity to pursue enjoyment and balance in life.

Fulfillment: To feel that my efforts meet my needs, wants, and those of society.

Prestige: To be recognized as being somebody

Social/Friends: To have close and personal relationships with people.

Knowledge: To seek truth and understanding

Adventure: To have duties which involve taking risks

Helping Others: To help others directly, individually or in groups

SUMMARY OF NAMING VALUES

Here are some questions which you will want to consider to prepare for the summary of this exercise:

- A. What values did you check from the list?**
- B. Why did you check those values?**
- C. What makes these values the most important?**

These words describe attitudes, beliefs, and feelings that our society calls "Values." You now have standard definitions that you can talk about and use to help you plan your work. You will also be able to use these definitions in the next exercise of this module -- relating your activities and your values.

MY THOUGHTS ABOUT NAMING VALUES

Why did I check the values that I did?:

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

What makes my checked values the ones that are most important to me?:

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

Other questions about my values choices?:

_____		_____
_____		_____
_____		_____
_____		_____

EXERCISE IV

ACTIVITY INVENTORY AND VALUES CHART

Introduction:

Confirming your values is an important step when you set goals and intend to make them work for you. Values are labels that we associate with certain kinds of activities that bring satisfaction and rewards for OUR efforts. Our daily tasks or jobs involve maintenance or have-to kinds of activities that help us get through the day. The problem is we often neglect activities that affect intermediate and longer-range goals. At this point, it is important to distinguish between short-range, intermediate, and long-term tasks.

Most of us are familiar with the short-range goal management style: Your boss gives you a rush project or you have to finish a report that is due immediately. These tasks are have-to or routine and are expected by your supervisor in a short time. Someone else is giving you directions and setting the time limits because it has to get done soon.

Compare this to "**Choose-to-Do**" activities. For example, what you choose to do could include: learning computer games or software such as: *Bushbuck Charms* or *Viking Ships & Dodo Eggs*, or studying a foreign language or planning unscheduled time to organize your work station or taking a course on flying as a break from a demanding project. Learning new skills can increase your worth to an employer as well as your sense of personal enjoyment. Roger von Oech, creative consultant and author of the popular, *A Whack on the Side of the Head**, believes that we can become "prisoners of familiarity" -- locked into a routine. He cites some companies that give their employees half a day a week to do whatever they want to do in the organization--even attend other departments' staff meetings. The idea here is that **you** are setting aside time (both on the job and off the job) in order to learn and enjoy additional activities and accept new responsibilities that will make a positive difference in your future work performance and in **your** personal growth. Planning how you use your time productively both on the job and in your personal life becomes **YOUR** choice to increase your outcome. Remember the idea here is:

DO WHAT YOU VALUE AND VALUE WHAT YOU DO!

Time management worksheets usually ask you to review your "to do" activities for each day, for an average of one or two weeks. Usually these "to do" activities represent only those tasks that you **"Have to do"**; this next exercise stresses a balance of "**Choose-to-do**" along with "**Have-to-do**" activities. Here we will be using a **VALUES CHART** which includes an **ACTIVITIES INVENTORY** where you can list the top activities which you must do (the "**Have-to-dos**") and the top activities that you really like to do but may not always seem to have time to do (the "**Choose-to-dos**").

To help you with the process of clinching your HIGH PAYOFF activities, look at the example of "Ernie," a computer operator for a medium sized firm in the Midwest. Then you may wish to go through the **ACTIVITY INVENTORY** and **VALUES CHART** for yourself before attending the seminar. Just follow the example of "Ernie" when you record your own activities on the pages after "Ernie." The seminar activity will help you to total your most frequent activities and values, so be sure to pay close attention to the scoring of your **VALUES CHART** at the seminar.

The **CASE EXAMPLE: "Ernie"** is given on the next page:

*Von Oech, Roger, *A Whack on the Side of the Head*, Warner Books, New York, 1983.

CASE EXAMPLE: "Ernie"

Ernie works as a computer operator from 5 p.m. till 12:30 a.m. for a medium-sized company. He is presently taking courses toward an Associate Degree in Data Processing on a part-time basis at the local community college in the early afternoon. During his work time, Ernie is assigned to set up the computer to run various job requests and check the printouts. Offices will request "jobs" immediately or on a "standing order" basis. Ernie first wrote down on his **ACTIVITIES LIST** what his **Have-to-do** activities were with people, things and information; he then did the same thing with his **Choose-to-do** activities. Ernie's "**Have-to-Do**" activities which could relate to either **people, information and/or things** included:

- ***Printout and distribute reports.**(Information)
- ***Create a regular schedule run.** (Information)
- ***Setup the computer for print runs.** (Information)
- ***Report equipment malfunction.** (Information)

Since he is the only operator at night, he has the responsibility to complete the print runs for the following day. He has taken the initiative to acknowledge requests of users by sending a written response to their inquiries. He also has designed an easy-to-follow user request form and received appreciation from his day supervisor for his extra efforts. In addition, just before he leaves the job for the evening, he carefully organizes his work area for the day shift to review, if needed. He is perceived as a conscientious and responsible employee by the day shift employees. Sometimes, Ernie uses his dinner time to review his homework for the next day's class. Since he needs to continue to keep up with his studies, he spends Saturdays at the college working on the computer. His "**Choose to do**" activities that he listed on his **ACTIVITIES INVENTORY**, which relate to **people, information and things** are:

- ***Uses dinner time to review class assignment.** (Information)
- ***Follow up to users.** (People)
- ***Improve user request form.** (Information)
- ***Maintains organized work area.** (Information)
- ***Practices on the computer at school.** (Things)

You may notice that Ernie only listed four **Have-to-do** activities. You should try to list five top activities which allow you more options but will still keep the number of activities manageable.

The next thing to notice is that Ernie had no **Have-to-do** tasks that he related to **people** or **things**, although you might have related such activities as "Setup computer" to working with **things**. Do notice that Ernie's "**Choose to do**" activities are more varied: he includes items that relate to **people** and **things** along with **information** activities. He shows that he is trying to balance what he does by doing activities in all three realms.

Ernie's values from the **VALUES VOCABULARY LIST** (not shown) are: **Recognition, Security, Independence, Responsibility, Knowledge.** After he goes through his **VALUES CHART**, here is what it looked like when he finished it:

ERNIE'S VALUES CHART

ACTIVITIES	VALUES														ACTIVITY TOTALS	
	Recognition	Creativity	Security	Change	Independence	Responsibility	Money	Achievements	Leisure	Fulfillment	Prestige	Social/Friend	Knowledge	Adventure		Helping Others
1. Print& Distribute reports	✓		✓			✓				✓						4
2. Create run sched	✓		✓			✓				✓		✓				5
3. Setup computer	✓		✓			✓				✓		✓				5
4. Report equipment malfunction	✓		✓			✓				✓		✓				5
5. Follow-up with users	✓		✓		✓	✓				✓		✓				6
6. Computer practice at school					✓					✓		✓				3
7. Review for class at dinner					✓							✓				2
8. Improve user request form	✓		✓		✓	✓				✓		✓				6
9. Maintain work area			✓		✓	✓										3
10.																
VALUES TOTALS	6		7		5	7				7		7				

ACTIVITIES LIST:

Have to do:

with people: _____

with things: _____

with info.: Printout & distribute reports; Create regular schedule run; Setup the computer for first run; Report equipment malfunction.

Choose to do:

with people: Follow up to users

with things: Practice on computer at school.

with info.: Use dinner-time to review class assignmt.; Improve user request form; Maintain organized work area.

Write your Top Activities Follow up with users; Improve user request form.

Write your Top Values Security, Responsibility, Fulfillment; Knowledge

HINTS FOR COMPLETING YOUR VALUES CHART

When you look at Ernie's **VALUES TOTALS** and **ACTIVITY TOTALS**, you should see some interesting little surprises. As expected, Ernie had high levels of **Security**, **Responsibility** and **Knowledge**, but where did that high amount of **Fulfillment** come in? Well, here is where the **VALUES CHART** becomes an active document: not only should you try to rate how well your values coincide with your activities **BUT** when you do the **VALUES CHART** for yourself, look again at the values that are given at the top and see if you might have forgotten some values that are important to you.

It turned out for Ernie that he found a large amount of fulfillment in doing many of both his **Have-to-do** and **Choose-to-do** activities.

Looking at the right side of Ernie's chart, you can see that the **ACTIVITY TOTALS** show that his highest level activities are: "Follow up with users" and "Improve user request form." One of the reasons that these particular activities are so high is that they are related to Ernie's value of **Fulfillment**. It looks like Ernie gains a lot more enjoyment and energy from working with people, both helping them and getting recognition from them for work well done. What you might find for yourself, then, are a few surprises as you relate your activities to your values. At the very least, you will probably find that many activities that you **Choose-to-do** more fully express your true values.

Now, it is your turn to list your **Have-to-do** and **Choose-to-do** activities as these relate to **people**, **information**, and **things**. This is an excellent opportunity for you to go over your own copy of the **ACTIVITY INVENTORY** to prepare for filling in your **VALUES CHART** at the seminar. You can consider your time both on the job as well as off the job or focus only on the time you spend at work.

First, take about five minutes to go through each topic: what you **Have-to-do** with **people**, **information**, and **things** and what you **Choose-to-do** with **people**, **information**, and **things**. Don't worry if you come up with less than five activities. It is more important to list your most important activities for each topic.

Turn to the next page to begin work on filling in your **ACTIVITY INVENTORY**.

MY ACTIVITY INVENTORY

What do you HAVE TO DO with people? (List the top two or three activities with people.)

What do you CHOOSE TO DO with people? (List your top two or three activities with people.)

What do you HAVE TO DO with information? (List the top activities using information.)

What do you CHOOSE TO DO with information?(List your top activities with information.)

What do you HAVE TO DO with things? (List the top two to three activities with things.)

What do you CHOOSE TO DO with things? (List the top two to three activities.)

MY VALUES CHART

ACTIVITIES	VALUES													ACTIVITY TOTALS		
	Recognition	Creativity	Security	Change	Independence	Responsibility	Money	Achievements	Leisure	Fulfillment	Prestige	Social/Friend	Knowledge		Adventure	Helping Others
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																
VALUES TOTALS																

ACTIVITIES LIST:

Have to do:

with people: _____

with things: _____

with info.: _____

Choose to do:

with people: _____

with things: _____

with info.: _____

Write your Top Activities _____

Write your Top Values _____

VALUES SHARING ACTIVITY

Sometimes confusion and conflict can occur because there are so many options and choices available to you today. This exercise helps you to affirm your most important values. It works best when you share the results of your **VALUES CHART** with others:

VALUES SHARING

Share your Top two or three values from the **VALUES CHART** with the rest of your group.

Share your Top two or three activities from the **VALUES CHART** with the rest of your group.

How many **"HAVE-TO-DO"** activities were in the top activities? _____

How many **"CHOOSE-TO-DO"** activities were in the top activities? _____

Are the number of **"have to"** or **"choose to"** activities greater? _____

Which activities are **HIGH PAYOFFS** in your top choices?
(Write them down.)

VALUES SHARING SUMMARY:

Both **Have-to-do** and **Choose-to-do** activities can contribute to High Payoffs. However, by your setting aside 10 to 20 percent of your time for **Choose-to-do** activities, you will re-energize and put your life in balance to solve problems creatively with less effort.

THE 80/20 RULE: 80% ACHIEVEMENT COMES FROM THE 20% "CHOOSE-TO-DOS"
--

SETTING PRIORITIES OR WORKING SMART

Setting priorities is important because of the 80/20 Rule which states that eighty percent of your goal achievements are met by completing twenty percent or less of your priorities, (your most **important** activities). For example, you may have noticed, if you are part of a business, that eighty percent of the business comes from twenty percent of the customers. Or, eighty percent of a car's performance is due to regular maintenance twenty percent of the time. Spending eighty percent of the time finding the causes to a problem only requires twenty percent or less of that time if you know the best ways to solve the problem. So setting top priorities is important to achieve your goals and effectively manage your time. **WORKING SMART PAYS OFF!!!**

Look again at "**Choose-to**" activities as well as "**Have-to**" activities for goal setting and achieving goals. Ask yourself, "What is the best use of my time and energy? Tasks or activities that are required or **Have-to-do** usually represent maintenance, routine, or short-term activities that you **must do** to get through the day or the week or the month. The **Choose-to-do** activities represent 10 to 20 percent of your time and are determined by YOU and not by your friends, your boss, or the rest of the outside world. **Choose-to-do** activities should **support** your **Have-to-do** activities to problem-solve and to accomplish daily **goals** with greater **output** and more **efficiency**. Since **Choose-to-do** activities add to your skills in planning, they help you set longer term goals as well.

So the smart time investment is to invest more of yourself in **Choose-to-do** activities, and make those activities **your priorities** up to twenty percent of the time.

YOUR VALUES & YOUR WORK

Check the inventory below. Take five minutes to try a first shot at the form, then when you meet with a partner in the seminar, you will have a good start on your description of your values and how they fit where you do work or volunteering:

YOUR VALUES AND YOUR WORK!

Complete the statements below to the best of your knowledge and discuss and compare your situation with a partner. If you find you do not have enough information to add, you should discuss these points, later, with your supervisor or a manager who is knowledgeable. If you are not currently employed, consider a community organization or club where you hold membership. Talk to a respected member of the organization after this session to help with your priorities.

What is the mission of the organization where you work or hold membership? (or where you did work or hold membership?)

What are the priorities of the organization/your department or manager where you work or hold membership? (or where you did work or hold membership?)

How do the mission and priorities compare with **your** priorities?

Think about how well your values and priorities mesh with the values and requirements where you work or spend much of your time volunteering. Do your values and the needs of that organization coincide? Keep in mind, that if there is not a good match between your needs and the needs of the organization, both parties are losing precious moments and productivity. Here is where you can be creative: are there things you could do to increase your worth to the organization (or to any organization, for that matter)? After you have thought about this for a little while, take the opportunity to discuss your ideas with your partner at the seminar. You should be looking for ways to increase your worth by pursuing your values and, at the same time, improving your opportunities with the organization.

"REASONS FOR PROCRASTINATION": EXERCISE V

Introduction:

The main reason we don't complete tasks or projects is because we find it easier to work on low priority items first. Also, we see the important activities as monumental and don't believe we can handle them well. "If I never finish, I will never fail" outlook. We aim for perfection and get discouraged quickly at the thought of tackling what seems like an impossible job. "If I can't play at Carnegie Hall, I won't take piano lessons" is a prevailing attitude of not being good enough. We have developed excuses and ineffective habits to put things off. We believe there will be time to do it later. Of course, usually, there isn't time. We need to do it now because there is just less and less time left in our lives.

For instance, what follows are some examples of excuses that employees actually gave to their bosses to explain their lateness or absence from work (people actually said this?):* "I was late because my digital watch blew a chip." Or, "Suddenly, the door on the armored car in front of me opened up and ten dollar bills started flying out. It caused such a traffic jam that I was an hour late," Or, "My astrologer warned me not come to work before noon on Wednesday," Or, how about this one: "My dog got hold of my toupee and hid it somewhere in the basement." Excuses come in various types and forms, some more humorous and outrageous than others. Excuse givers often blame others or situations or conditions outside their control for their poor performance and behaviors. To be realistic, though, excuses are the result of poor planning. The real issue for you not to become an excuse giver is to confront yourself and accept the responsibility and consequences for doing or not doing something.

Here is your chance to have some fun thinking of good excuses for putting off what you must do to be successful. You are going to identify some excuses that you use to put off doing an important or necessary task or job, such as not doing your laundry for one month, or being late for work consistently, or failing to get that resume ready for that job offer. These excuses could be your own or others that you have experienced or heard. It is human nature to have excuses: the idea here is to recognize when you avoid or delay your responsibilities and commitments. At the seminar you will be part of a team competing to come up with the best excuses! Use excuses that relate to deadlines and your most important goals. Example: "I didn't prepare for my job interview because I wanted my discussion to be fresh;" or, "I wasn't able to attend the workshop on time management because I couldn't find the time in my schedule."

MY EXCUSES

*As reported by Allan Halcrow from a study commissioned by Robert Half International, Personnel Journal, April, 1986.

WAYS TO OVERCOME PROCRASTINATION:

All of us tend to procrastinate because we fear failure, disapproval, making mistakes, and confronting others. We see these fears as final. Instead they are temporary set-backs and opportunities from which to learn and grow. Also we don't see immediate payoffs or short term outcomes. In addition, we can get trapped by time wasters or poor habits such as telephone interruptions, drop-in visitors, excessive visitors, crisis management, lack of a daily plan, cluttered desk, disorganization, attempting too much at once, unclear communications, confused responsibilities and authority, unable to say 'no', lack of self-discipline, failure to anticipate problems, unrealistic expectations, and over-reaction to problems. Whew! Does this all sound familiar?

So, here are some thoughts to help you overcome procrastination:

TO OVERCOME PROCRASTINATION

CHECK FOR YOURSELF:

What is best use of my time?
What activities produce High Payoffs?
Mix strongest with least-used learning styles.
Use daily peak energy time for difficult tasks.
Break tasks into bite-sized pieces.

If you ask yourself:

"What is the best use of my time RIGHT NOW to reach my goals or highest priorities?" and "What ACTIVITIES will yield the HIGHEST PAYOFFS?," you will start to control your time better. Then, use your strongest learning style to get you started on the task. At the same time, practice using your least used learning styles to help you accomplish the task and gain more confidence and put yourself at ease. For example: If you are used to working alone, consult the expertise of another person for her/his opinion or perspective on the problem. Some additional suggestions to control your time include:

TO CONTROL MY TIME BETTER:

***Handle mail once**
***Set time limits**
***Use a daily planner (calendar)**
***Readjust concept of time**
***Unschedule your time**
***Work on one high payoff activity, daily**

Take a final moment to prepare to get rid of time wasters. First, take a minute on your own, to identify your reasons for procrastinating or wasting time. Think of three ways you could act to change your habits to use your time more efficiently. So, list your time wasters and/or excuses; responses or ways to get more out of your daily life; and the specific dates you expect to see changes in your behaviors. Then, when you get to the seminar, take about five minutes to share these time wasters and your solutions with your partners in your subgroup. Look for additional ways to reduce your time wasters.

GETTING RID OF TIME WASTERS

Time Waster 1:

Response: _____

Time Waster 2:

Response: _____

Time Waster 3:

Response: _____

What have you learned about yourself from this exercise?

SUMMARY ON PROCRASTINATION

Overcoming procrastination takes practice and patience before you will see results. Awareness of your ineffective habits and time wasters is the key to start to change your ways. Most people are prone to postponing tasks -- that's human nature! Putting off tasks repeatedly and excessively can hurt your chances for success and your sense of accomplishment. It is important to understand why people tend to procrastinate -- what fears are getting in the way of action. At the same time, it is important to see the danger and futility in making excuses -- in blaming others and situations for events that seem unattainable or that 'went wrong.' Here are some slogans or written reminders to help you stay on schedule. Write these down and put them up where you can see them -- where they are highly visible. Then, each time you see them, **say them to yourself**:

MAKE IT HAPPEN!

DUE TOMORROW? DO TODAY!

WELL BEGUN IS HALF DONE

TODAY: USE IT OR LOSE IT!!!

SUMMARY OF MODULE 6 VALUES IN LIFE, TIME & TASK MANAGEMENT

So, what you have learned from this module? See if you can describe the answers to the summary points below:

EXERCISE SUMMARY

- * **WHAT IS A VALUES VOCABULARY?**
- * **WHY DO PEOPLE:**
 - Choose values freely?
 - Identify prized values?
 - Affirm values publicly?
- * **HOW DO VALUES DETERMINE PRIORITIES?**
- * **WHAT DO YOU DO TO DEFINE AND REACH FOR GOAL ACHIEVEMENT?**
- * **THE DIFFERENCE BETWEEN "HAVE TO" AND "CHOOSE TO" ACTIVITIES?**
- * **WHAT IS THE RULE OF 80/20**
- * **HOW ARE "CHOOSE TO'S" YOUR TOP PRIORITIES?**

Once you have your answer to each point, look on the next page to see how many points you got right:

Here are the key points that we covered in this module:

- 1) Your understanding of how values influence decision-making and how they fit into a values vocabulary will enable you to...
- 2) Identify what you choose freely, prize, and publicly affirm.
- 3) Your values determine your priorities.
- 4) Your priorities define your goals and **lead to goal achievement**.
- 5) When you focus only on short-term or **have-to** activities, you minimize your chances for achieving your goals. Personal values and values from chosen activities should agree in order to reduce conflict, frustration, and increase satisfaction.
- 6) '**Work Smart**' and apply the 80/20 rule. Those activities are the ten to twenty percent of your most important activities.
- 7) Aim at your top **Choose-to** activities to support your goal achievement. That top twenty percent of your activities are your **TOP PRIORITIES**.

WORKOUT

OUTSIDE APPLICATION: THE PERSONAL MISSION STATEMENT



In order to act on your values, you need to write your goals down. When you write down your goals, you increase your personal commitment to achieve them. Expressing "Who you are," "What you believe in," and "What you care about" helps you to set and achieve your goals. To help yourself begin to express priorities, write a **PERSONAL MISSION STATEMENT**. An example is given on the next page.

Your **PERSONAL MISSION STATEMENT** is your guiding philosophy and belief in who you are and what you do. It is your personal creed of values and visions by which you decide your daily routines and lifetime accomplishments. Ask yourself: "What needs doing in my lifetime: Examples might be: "Create humane living conditions for needy people." "Stimulate efforts in my neighborhood to reduce waste and help recycle," "to improve the health and well-being of the people in my city," "Increase personal learning to improve my performance on the job."

Your personal mission is your **commitment** to something important to you. Take a moment to think about how you would like to live your life and what you want to accomplish. Find a quiet place and wear comfortable clothing for this exercise. To help you to get in the relaxed frame of mind, close your eyes and remove distractions and concerns from your mind as you play out the future. You might consider listening to some relaxing or meditation music from Steve Halpern on audio tape, called *Connections* (Catalog available by writing to Sound Rx, P.O. Box 1439, San Rafael, CA 94915), or Paul Horn: *Inside the Powers of Nature* or perhaps some quiet jazz such as: *Wine Light*, by Grover Washington Jr., or some quiet classical or chamber music while you do this exercise. Ask yourself: "**If I only had six months to live, what would I like to accomplish in my lifetime? What is meaningful to me?**" Remember, this idea comes from your desire to do something that is important to you. You also give yourself the advantage of increasing your chances of reaching your goal based on your personal value system.

Next, referring to your top values, begin to imagine what you will be doing a year from now. This is your intermediate goal and it bridges the gap between your short-term activities and your personal mission. Think of this exercise as creating a mental picture of the future: "How would I like to spend the next year?" "Who am I with?" "What is a typical day like?" "What am I doing?" "How does my day begin?" "What am I wearing?" "How am I feeling about what I am doing?" Write down your thoughts and feelings as though you were recording these visions in a diary. Use the next page, if you need it, for recording your visions.

Once you record your personal mission answers to the four questions on your **MISSION STATEMENT**, record your key thoughts from that sheet onto a flip-chart sheet that you can pick up at the next seminar meeting. You will then share your thoughts with some of your fellow learners at the following seminar.

MY PERSONAL MISSION STATEMENT

My **PERSONAL MISSION** in life is to: _____

My **SHORT-TERM ACTIVITIES** are: (Refer to your **ACTIVITY INVENTORY**)

My **VALUES VISIONS** are: (Refer to your top values on the **VALUES LIST**)

My **INTERMEDIATE GOALS** are: (what you plan to do within a year to reach your mission)

**ADDITIONAL DESCRIPTIONS OF
MY PERSONAL MISSION STATEMENT
(Page 2)**

MORE ABOUT MY SHORT-TERM ACTIVITIES:

MORE ABOUT MY INTERMEDIATE GOALS:



CLOSING EXERCISE for MODULE 6 DOES THIS MAKE SENSE TO ME?

You have probably spent a number of hours trying to figure out just what is important to you in your life. Here is your opportunity to reflect on what really was useful to you as you thought of your values and how to get the most out of life:

**WAS THE VALUES CHART EFFECTIVE
IN HELPING ME FOCUS
ON WHAT I MUST DO?
HOW?:**

**WHEN I SHARED MY VALUES WITH
OTHERS, DID THAT HELP ME
CLARIFY WHAT WAS REALLY
IMPORTANT TO ME?:**

	Example 1:	
	Example 2:	

**HOW AM I GOING TO SET
PRIORITIES BETTER (WORK SMARTER)?**

MAKE IT HAPPEN!

DUE TOMORROW? DO TODAY!

WELL BEGUN IS HALF DONE

TODAY:USE IT OR LOSE IT!!!

JUST DO IT !

REFERENCES:

- Boles, Richard N., *What Color Is Your Parachute?*, Ten Speed Press, Berkely, CA, 1990.
- Burka, Jane and Yuen, Lenora, *Procrastination: Why You Do It, What to Do About It*, Addison-Wesley, New York, 1983.
- Fiore, Neil, *The Now Habit: A Strategic Program for Overcoming Procrastination and Enjoying Guilt-Free Play*, Jeremy P. Tarcher Publishers, Los Angeles, 1989.
- Lakein, Alan, *How to Get Control of Your Time and Your Life*, Signet Books, New York, 1973.
- Maslow, Abraham, *Toward a Psychology of Being*, Van Nostrand, New York, 1962.
- Naisbitt, John and Aburdene, Patricia, *Re-inventing the Corporation*, Warner Books, 1986.
- Van Klompenburg, Carol *What To Do When You Can't Do It All: Coming to Terms With Overcommitment*, Augsburg Fortress Publishers, Minneapolis, 1988.
- Von Oech, Roger, *A Whack on the Side of the Head*, Warner Books, New York, 1983.

ADDITIONAL RESOURCES -- AUDIO TAPES:

- Bliss, Edwin C., *Getting Things Done*, CareerTrack Publications, Boulder CO, 1986.
- Woodring, Susan Fowler, *Overcoming Procrastination: A Simple Plan to Help Get You Off Dead Center and Start Right Now*, CareerTrack Publications, Boulder CO, 1990.