

Unit 3 Productivity in your daily work performance

Exercise U3-E1		Get knotted!	
Short description of the exercise	In a circle, participants connect hands with two others participants in the group to form the human knot. As a team they must then try to unravel the “human knot” by untangling themselves whilst staying connected to each other at all times.		
Implementation Dee Fink fase		Application	
		Integration	
		Human Dimension	
Subunit			
	A.	Acting efficiently and being persistent	
	B.	Being pro-active	
Learning objectives		<ul style="list-style-type: none"> • Initiates activities • Determines in consultation with others work tasks and activities also for others • Expresses his/her own opinions, facts and arguments and uses this skill when negotiating new ideas and plans • Works with others towards a common goal • Picks up tasks immediately with enthusiasm, energy and perseverance 	

Exercise U3:E1 How to implement

Implement this exercise in a room that has enough space for participants to stand in a circle. Group size is ideally 8 to 12 but there must be at least 4 participants to play.

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Time	Steps	Equipment
	Explain the exercise. In a circle, participants connect hands with two others participants in the group to form the human knot. As a team they must then try to unravel the “human knot” by untangling themselves whilst staying connected to each other at all times.	
2 mins	Ask the group to form a circle. <ol style="list-style-type: none"> 1. Tell them to put their right hand up in the air, and then grab the hand of someone across the circle from them. 2. Then repeat this with the left hand, ensuring they grab a different person’s hand. 3. Check to make sure that everyone is holding the hands of two different people and they are not holding hands with someone either side of them. 	
15 min	They must now try to untangle themselves to form a circle without breaking the chain of hands. Tell participants to take their time in order to limit injuries. Ask the group not to tug or pull on each other and spot participants as they pass over other participants. If the chain of hands is broken at any point, they must then start over again.	
5 min	Evaluation on the exercise; how did the participants experience the exercise? What did they learn? Focus is especially on the learning objectives of the exercise.	

Exercise U3-E2		Forced Choice	
Short description of the exercise	This exercise will help participants recognise the effects of personal values, peer pressure and types of decision making when making a choice.		
Implementation Dee Fink fase		Human Dimension	
		Caring	
Subunit	C.	Showing discipline and responsibility	
Learning objectives		<ul style="list-style-type: none"> • Sees the effects of his/her own behavior in decision making processes in comparison with the intention of that behavior. Separates what really happened from his/her own interpretations. 	

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Exercise U3:E2 How to implement

Implement this exercise in a room that can serve as main room and as sub space. You can create the table/chairs arrangements in a round so everyone is involved and everyone can see each other.

Time	Steps	Equipment
	Introduce subject of choices and decision making. Chocolate or strawberry? Life or death? We make tons of quick decisions unconsciously.	One sign saying "Agree" One sign saying "Disagree"
2 min	Place signs in each corner of the room to designate two different choices: Agree or Disagree. Ask the participants to stand in the middle of the room. Read this statement: <i>Women are generally more sensitive than men</i> Each person is then to choose a corner of the room that represents their choice. NOTE: It is important that they make their choices with NO talking.	
5 min	Repeat, using the following statements, each time having the participants choose the corner of the room that best fits their choice of each statement. NO talking allowed. If I knew someone had done something illegal, I would report them to the police Men are better at sports than women. Adults don't give children enough respect. Scientists should not be allowed to carry out experiments on animals. People are judged by the clothes that they wear. It is better to give than to receive. It is necessary to have a good education to make it in life. I never make assumptions. I am always right.	
10 min	Evaluation on the exercise. Ask the following questions: 1. Looking at the two signs, which choice is not represented here? (Answer: I don't know/care) 2. How did it feel when you were forced to make a decision? 3. Did you always go to the same corner as other people or was the choice your own?	

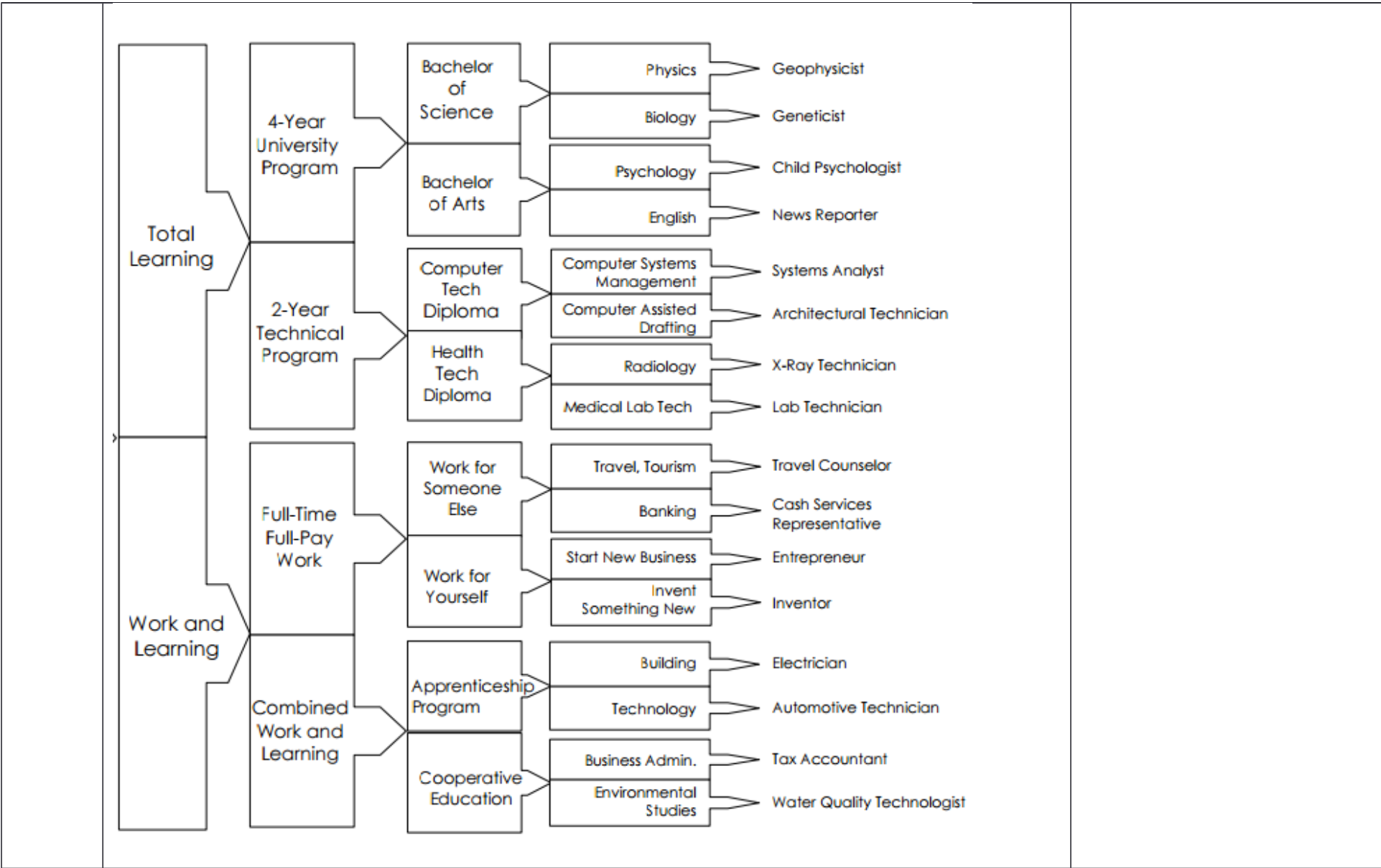
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	<p>4. Did you feel any pressure from the others to select a particular corner?</p> <p>5. What kinds of pressure did you feel?</p> <p>6. Did anyone make a decision that was different from everyone else? How did that feel?</p>	
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Exercise U3-E3		Paths of life cards	
Short description of the exercise	This exercise introduces participants to the three types of decision making: no decision, snap decisions, and responsible decisions.		
Implementation Dee Fink fase		Foundation knowledge	
		Application	
		Intergration	
Subunit	A.	Acting efficiently and being persistent	
	B.	Being pro-active	
	C.	Showing discipline and responsibility	
Learning objectives	Has knowledge of the steps needed to be taken in a decision-making process that enables him/her to make responsible choices		

Exercise U3:E3 How to implement		
Implement this exercise in a room that can serve as main room and as sub space. You can create the table/chairs arrangements in a round so everyone is involved and everyone can see each other.		
Time	Steps	Equipment
	Introduce exercise. In life we each follow different paths, based on the particular choices we make. Every path has a number of 'decision points' – places where you have to make a choice.	Path of life choices script and diagram
5 min	Give each participant a copy of the path of life choices script and diagram, and ask them to get into pairs. Ask them to work quickly through the choices; read the script and decide in less than five seconds – make a snap decision. Record your choice on the diagram. They will end up with one of 16 different jobs, based on their decisions.	

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	<p>PATH OF LIFE SCRIPT</p> <ol style="list-style-type: none"> 1. Path of Life. You have just graduated from high school. You have two choices: to take a learning path that has a total learning focus (no income), or a learning path than places an equal focus on work and learning (some income). Which do you choose? 2. You have a choice. You can elect full-time full pay work – getting your education from what you learn in day-to-day life – or you can choose to take an educational program where you combine paid work with non-paid learning. 3. Full-Time Full-Paid Work. You have a choice. You can take employment working for someone else (also known as a job!) or you can open your own business, working for yourself. 4. Four-Year University Focus. You have a choice. You can elect to take a Bachelor of Science degree (for example, physics, chemistry, biology, math) or a Bachelor of Arts degree (for example, English, history, geography, political science, psychology). 5. Combined Paid Work and Non-Paid Learning Program. You have a choice. You can enrol in an Apprenticeship Program (trades and technical focus) or you can enrol in a Cooperative Education Program (academic or technical school education with built-in related summer employment) at a college or university 6. Work For Someone Else. You have a choice. Two job opportunities have been presented to you – one in travel and tourism and the other in banking. Which do you prefer? 7. Work For Yourself. You have a choice. You can put your efforts into developing a new business, or you can invent something new and try to sell it. Which do you prefer? 	
10 min	<p>Explain that responsible decision making steps are as follows, and write on a flipchart :</p> <ol style="list-style-type: none"> 1. Identify choices 2. What's best for you now? 3. Consider others – not only me 4. Consider your future – not only now 5. Make a choice and go for it <p>Now ask participants to review their choices using these steps. Would they change any of them? Discuss in pairs.</p>	
5 min	<p>Evaluation on the exercise; how did the participants experience the exercise? What did they learn? How will this help them back in the workplace? Focus is especially on the learning objectives of the exercise.</p>	

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Exercise U3-E4		Decisions, decisions!	
Short description of the exercise	In this exercise, participants use a personal example to demonstrate an understanding of the responsible decision-making process.		
Implementation Dee Fink fase		Human dimension	
		Caring	
Subunit	C.	Showing discipline and responsibility	
Learning objectives		<ul style="list-style-type: none"> • Motivates decisions. Knows why he/she chooses a particular position. Can clearly explain his/her choice to others. • Involves others in his/her plans; creates support and understands the needs and priorities of others 	

Exercise U3:E4 How to implement		
Implement this exercise in a room that can serve as main room and as sub space. You can create the table/chairs arrangements in a round so everyone is involved and everyone can see each other.		
Time	Steps	Equipment
	Introduce exercise. Responsible decision making can be learnt with practise.	
15 min	Ask participants to work in pairs; each think of a personal decision-making dilemma they have (or have experienced). <ul style="list-style-type: none"> - think of at least five different solutions to the problem - explain which is their personal preference - outline the perspective of other important people in their life - summarise which decision they will - or did - choose, and why 	
5 min	Evaluation of the exercise; how did the participants experience the exercise? Did their decision choice change as a result of taking the problem through this process?	

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	What did they learn? Focus is especially on the learning objectives of the exercise	
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Exercise U3-E5	Plus, minus, interesting	
Short description of the exercise	This exercise provides a useful tool to help us evaluate a situation or a potential choice.	
Implementation Dee Fink fase		Application
		Integration
Subunit	A.	Acting efficiently and being persistent
	B.	Being pro-active
	C.	Showing discipline and responsibility
Learning objectives		<ul style="list-style-type: none"> • Has knowledge of the steps needed to be taken in a decision-making process

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Exercise U3:E5 How to implement

Implement this exercise in a room that can serve as main room and as sub space. You can create the table/chairs arrangements in a round so everyone is involved and everyone can see each other.

Time	Steps	Equipment						
-	Before making decisions, it is useful to be able to evaluate different possibilities. Introduce exercise - we will use a model called PMI - plus, minus, interesting - to help us carry out the evaluation.	Handouts of PMI table						
5 mins	<p>Show an example - Moving to a big city :</p> <table border="1"> <thead> <tr> <th>Plus</th> <th>Minus</th> <th>Interesting</th> </tr> </thead> <tbody> <tr> <td> Many job opportunities Good entertainment Lots of restaurants Good transport links </td> <td> Expensive Too much traffic Pollution Crime </td> <td> More people Close to airport Culturally diverse </td> </tr> </tbody> </table>	Plus	Minus	Interesting	Many job opportunities Good entertainment Lots of restaurants Good transport links	Expensive Too much traffic Pollution Crime	More people Close to airport Culturally diverse	
Plus	Minus	Interesting						
Many job opportunities Good entertainment Lots of restaurants Good transport links	Expensive Too much traffic Pollution Crime	More people Close to airport Culturally diverse						
10 min	Ask participants to think of a choice or decision that they haven't yet made. In pairs, run the situation through the PMI process - what are the positives, what are the negatives and what points are interesting to note?							
5 min	Evaluation of the exercise; how did the participants experience the exercise? What did they learn? How could this process be useful in the workplace? Focus is especially on the learning objectives of the exercise							

Exercise U3-E6

Priorities

Short description of the exercise

This quick exercise asks participants to prioritise the most important things in their life.

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Implementation		Caring
Dee Fink fase		
Sununit	A.	Acting efficiently and being persistent
	C.	Showing discipline and responsibility
Learning objectives		<ul style="list-style-type: none"> Has broad specialized knowledge and understanding of emotional intelligence

Exercise U3:E6 How to implement

Implement this exercise in a room that can serve as main room and as sub space. You can create the table/chairs arrangements in a round so everyone is involved and everyone can see each other.

Time	Steps	Equipment
-	<p>Introduce topic. In today's hectic world, sometimes priorities get lost.</p> <p><i>Most of us spend too much time on what is urgent and not enough time on what is important. The key is not to prioritize what's on your schedule, but to schedule your priorities. -- Stephen Covey</i></p>	Post it notes
5 mins	<p>Don't give any advice about the exercise before carrying it out.</p> <p>Give each delegate 5 post it notes. Ask them to spread the notes out in front of them. Ask them to write one thing on each post it note. What you would like them to write is the 5 most important things to them in life at the moment. Write one thing on each post it note.</p> <p>Once this has been completed, ask participants to stand.</p> <p>Advise that this is an exercise in prioritisation. Ask participants to choose in order :</p> <ul style="list-style-type: none"> - The least important post it note. Hold it up in the air and screw it up - Then the next two least important. Hold up in the air and screw up - Now they are left with 2 post it notes which are deemed to be the most important at the moment. - Ask participants to choose the least important and then throw it away. 	

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	Some participants may find this hard to do so be patient.	
5 min	Evaluation of the exercise; how did the participants experience the exercise? What did they learn? Focus is especially on the learning objectives of the exercise.	

Exercise U3-E7		Golden tips	
Short description of the exercise	This exercise provides an opportunity for participants to explore the “time wasters” that distract them from their priorities.		
Implementation Dee Fink fase		Human dimension	
		Caring	
Subunit	A.	Acting efficiently and being persistent	
	B.	Being pro-active	
	C.	Showing discipline and responsibility	
Learning objectives		<ul style="list-style-type: none"> • Has knowledge and understanding of time management techniques and tools • He/she plans and organizes efficiently and effectively 	

Exercise U3:E7 How to implement		
Implement this exercise in a room that can serve as main room and as sub space. You can create the table/chairs arrangements in a round so everyone is involved and everyone can see each other.		
Time	Steps	Equipment
-	We are constantly bombarded by things competing to attract our attention. So it's not surprising that trying to avoid distractions is an issue.	Handouts - squared paper
3 min	Discuss “time wasters” - ask the group to identify things or situations that waste time in their day	

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	and write answers onto a flipchart.							
10 min	<p>1. Getting things in perspective (what are the consequences of not doing them)</p> <ul style="list-style-type: none"> • not organising your club's social? (Someone else would do it? It wouldn't get done?) • not checking your Facebook for a whole morning? (you miss coffee with your friend? But she would have texted or phoned if it was really important...) • not submitting your essay on time? (You might fail your course? Or lose 10% of your marks? Would that be a problem?) • not letting the dog out before you go to your lecture? (And how much more time might it take you to clear up....) 							
	<p>2. Putting strategies in place :</p> <table border="1"> <tr> <td>Instant messaging and emails</td> <td>Keep yourself logged out while working. Switch on the pop-up blocker and mute the volume so you don't get distracted by alerts. Fix a time when you're going to look at your emails and messages, and how long you're going to spend on them - then set an alarm so you know when to stop."</td> </tr> <tr> <td>Phone calls and texts</td> <td>Mute your phone and put it somewhere you can't see it. Check it when you have a break. Set up your voicemail to say that you'll be free at certain times.</td> </tr> <tr> <td>Social networking</td> <td>An application like Leechblock is good. It temporarily restricts the amount of time you're allowed to spend on certain websites. It's good to use it for a couple of days to break the habit and prove to yourself that the world doesn't stop turning if you don't check your Facebook every five minutes.</td> </tr> </table>	Instant messaging and emails	Keep yourself logged out while working. Switch on the pop-up blocker and mute the volume so you don't get distracted by alerts. Fix a time when you're going to look at your emails and messages, and how long you're going to spend on them - then set an alarm so you know when to stop."	Phone calls and texts	Mute your phone and put it somewhere you can't see it. Check it when you have a break. Set up your voicemail to say that you'll be free at certain times.	Social networking	An application like Leechblock is good. It temporarily restricts the amount of time you're allowed to spend on certain websites. It's good to use it for a couple of days to break the habit and prove to yourself that the world doesn't stop turning if you don't check your Facebook every five minutes.	
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	Surfing the web	Allocate a set amount of time for research. Set an alarm so you know when to stop.	
	Television	Check the schedules for the things you really want to watch and record them to watch later. Get out of the habit of turning the telly on when you walk into a room.	
	Food and drink	When working, fill a vacuum flask and keep it on your desk so you don't get up and lose my concentration."	
	Housework	Fix a time to do housework when your brain doesn't work so well. Lower your standards! Washing up once a day is fine, and no-one needs ironed duvet covers	
	Family commitments	Give them your undivided attention for some of the time, then they're more likely to understand when you have to work."	
5 min	Evaluation of the exercise; how did the participants experience the exercise? What did they learn? Focus is especially on the learning objectives of the exercise.		

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Exercise U3-E8	£86,400
Short description of the exercise	This exercise is a fun way to become aware of the way you spend your time. This exercise provides a quick reminder of the value of time.
Implementation	Integration
Dee Fink fase	Human Dimension
Subunits	C. Showing discipline and responsibility
Learning objectives	<ul style="list-style-type: none"> Has knowledge and understanding of time management techniques and tools

Exercise U3:E8 How to implement		
Implement this exercise in a room that can serve as main room and as sub space. You can create the table/chairs arrangements in a round so everyone is involved and everyone can see each other.		
Time	Steps	Equipment
-		Handouts - squared paper
3 min	Tell participants they have £86,400.00 to spend anyway they wish. The only restrictions are that they cannot bank any money and if they do not use any of the money they lose it.	
10 min	Discuss why and how they spent the money the way they did. Then tell them that 86400 are the number of seconds we have each day and that, as often as possible, they should consider spending their time on things that are important to them as they did with their money.	