

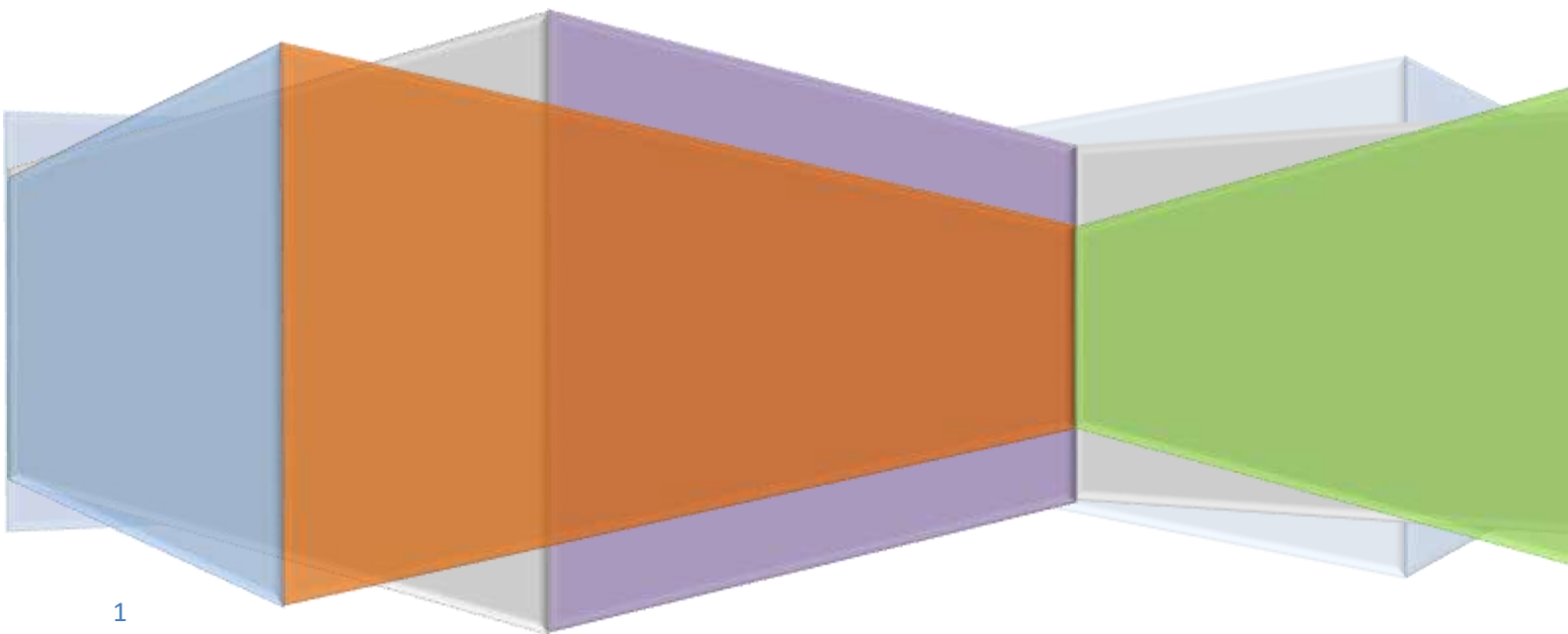


IO2. Task 2.2

Work slowly, work better

Training toolbox

Self-organisation and planning



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NAME OF THE TOOL: The body work rhythm

ORGANIZATION AND COUNTRY: LUV, Slovenia

Online Face to face

Overview (What I am going to learn?):

With this exercise, the participants will learn that productivity and workplace performance can also differ as we sometimes do not know how to plan our responsibilities in connection to our personal rhythm. The participants will therefore also learn more about the importance of respecting the body rhythm regarding the hour of the day.

Objective (What am I going to learn it for?):

The main aim of this exercise is to let the participants know how to properly plan and organise one's daily activities while also respecting their so-called body clock. This is also the way that will help the workers identify the times when they are best to work on specific tasks that is good for them.

Materials:

- A clock with blank parts for each hour of the day,
 - Pencils,
 - Small posted notes with expression of feelings,
 - A board or a flipchart.
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Time: 15 minutes

Target group: - workers in SMEs

Instructions for facilitators

It is advisable that the participants at this activity first work individually and are afterwards encouraged to participate in a group debate. Keeping in mind the size of the group, decide whether it is best to work in smaller or bigger groups for the debate.



Tasks and procedure

1. Ask each participant to write down their daily work routine on a clock with blank parts for each hour of the day worksheet, beginning to when they go to work to when they stop work.
2. When finished with this part, ask the participants to label the hourly block with the following expressions:
 - on fire,
 - vibrant,
 - cruise control,
 - at 70%,
 - distracted,
 - slowing down,
 - tired,
 - hungry.
3. Instruct them that by doing this they will indicate how they feel during a certain part of the day and also during a certain activity.
4. Encourage a group debate with the following questions to guide the conversation:
 - a) When do you get the most work done?
 - b) At what time are you most distracted?
 - c) When is it the best time to take a break?
 - d) Which team members have similar productivity patterns?
5. Give the employees another clock with blank parts for each hour of the day worksheet and tell them to rearrange their work commitments in a way that they do the more difficult responsibilities when they feel vibrant or on fire and those that need less attention when they feel distracted or are not feeling on fire anymore.
6. Encourage the participants to write the most important findings on a flipchart and add reasons why. Encourage a follow-up debate.

Instruct the participants of the fact that they are the ones scheduling their workday, therefore they can also plan activities according to their best options to do them.

Adaptation to online implementation

The exercise is easily implemented in any of the online virtual platforms, such as Zoom or MS Teams.



The worksheet could be sent to the participants in advance or in the chat during the activities. It is best to instruct them to work on the worksheet online and use different colours to emphasize the different feelings.

If the group is small, you can hold a group debate with the whole group, but if the group is bigger, you can use break-out rooms to encourage better sharing of information. In any chosen way, make sure that you hold one follow up group debate at the end of the activity. For this, you can use different tools to help you.

Choose among [Padlet](#) or [Mentimeter](#).

Connection with the skill

The skill is well connected with the self-organisation and planning part, as it improves the ability to think about and successfully manage activities, with the help of any available resources, to achieve specific goals. Planning is basically a roadmap that guides us on how to complete a task before attempting to begin it and with this activity our roadmap is a clock with our body rhythm written on it.

Conclusion and evaluation

The activity is best to be concluded after the group follow-up debate with some general conclusions that the participants came to during the exercise.

After the group follow-up debate, the participants get an evaluation questionnaire with the following questions:

1. Did you like the activity? (1 – very bad, 5 – very good)
2. Did you learn something new that will help you improve your work planning? (1 – not at all, 5 – a lot)
3. Will the knowledge gained help you in your further work planning activities? (1 – not at all, 5 – a lot)



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