

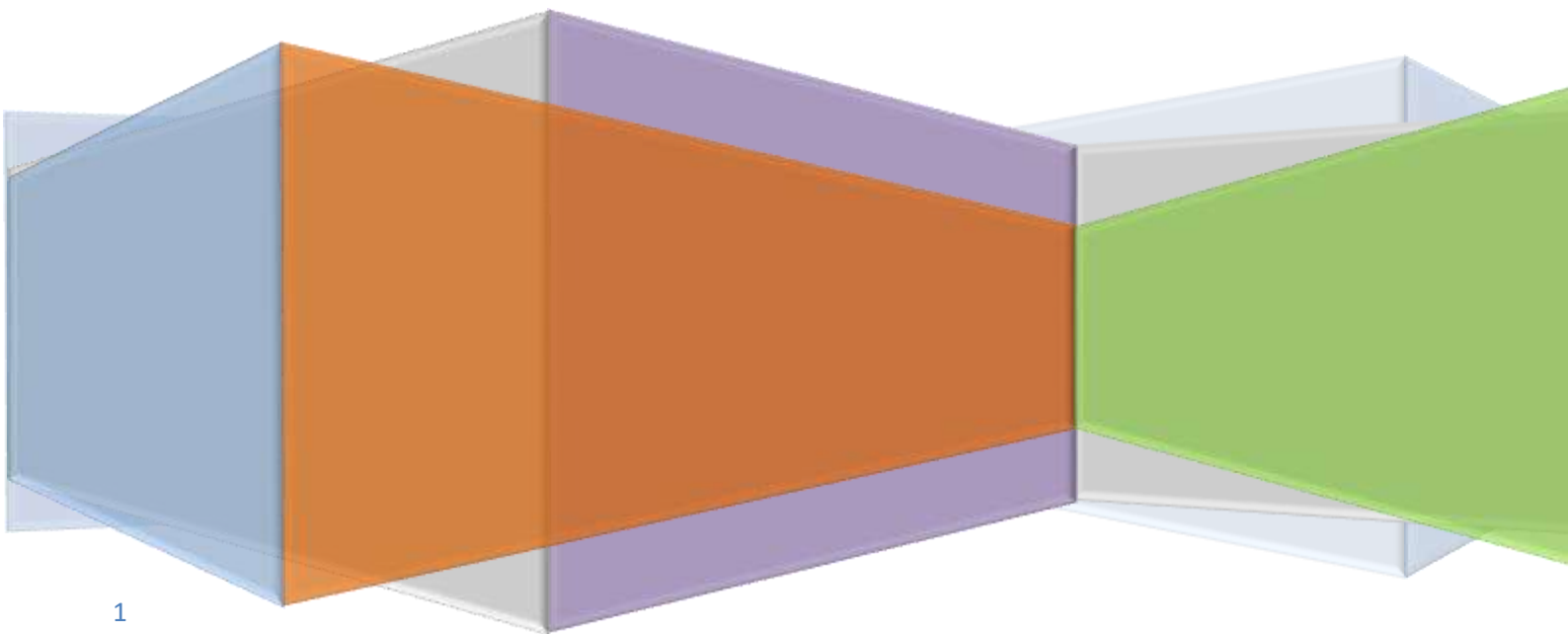


IO2. Task 2.2

Work slowly, work better

Training toolbox

TIME MANAGEMENT



1



NAME OF THE TOOL: Action Plan Workshop: The Arrow

ORGANIZATION AND COUNTRY: GROWTHCOOP-SPAIN

Online **Face to face**

Overview (What I am going to learn?):

You will learn the fundamental role of planning in time management, to organize your tasks in order of priorities, to know that you have a certain time to fulfill them, to establish goals and objectives and, finally, to create an action plan to achieve them. Poor organization can lead to increased procrastination and stress and therefore impede the philosophy of slow working. Poor organisation usually means less productivity and missed opportunities.

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

You will learn to plan and organize your tasks, establish goals and objectives and, finally, create an action plan to achieve those goals and objectives, taking advantage of and maximizing your time.

Materials: Post-its, Flipchart paper, Pens.

Time: 30-60min

Target group: Workers, employees, managers ...

Instructions for facilitators

It is important that the facilitator explains that the exercise will be carried out thinking as if we had achieved that objective, visualizing what steps you followed to achieve it, as well as the obstacles you had to overcome and how you did it.

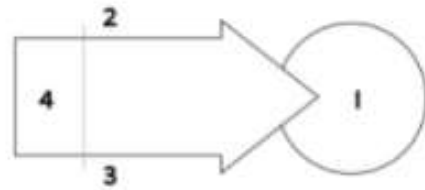
It is a good tool for employees, workers to be able to have a vision of the objectives, tasks or goals that each one has to achieve as well as the necessary steps to achieve them. It is a good tool to learn to plan. In addition, it can be adapted to any goal. You can work together with a department to plan a specific goal or you can work individually to determine what steps each worker must take in their personal and company goals.



Tasks and procedure

Step 1:

Participants work in pairs. Each participant has a flip-chart with the arrow model drawn largely on it. Either prepare these in advance or have participants quickly draw the model themselves.



Introduce the session. Explain that the aim is to help participants create a vision of the future and to set very tangible actions for how to move toward that vision.

In pairs, participants will interview each other. First person A will interview person B, covering all the steps, then they will switch.

Step 2

Ask all participants to visualize that goal. Ask them to explore this future vision. Guide them with questions like.

After the visualization, all participants draw or write their vision on point 1 on their flip-chart. By drawing, participants make their vision tangible without focusing too much on the details.

After drawing, person A begins interviewing person B.

Step 3

Person A interviews person B.

First, the interviewer asks their partner to imagine the *key factors that supported the vision to be realized*.

Remind participants to speak as if they are looking back, describing what helped them realize their vision. They should move back in time from the vision back toward the present day. It could be things like, “I got really good help from my mentor,” “I started to work hard regularly,” or “I faced my fear of failure.” Anything that had a positive effect on achieving the vision.

During this step, the interviewer writes down each key factor on a post-it note and placing it at **point 2** on the flip-chart of their partner.



Step 4

Next, the interviewer asks their partner to identify *three hindering factors that almost made me fail*.

These factors are the things almost made them give up and not realize their vision. This could be, "I overslept and showed up late a lot," "At first I didn't dare to quit my job to start something new"... Again, the interviewer writes these down on post-its and puts them at **point 3** on the model.

The interviewer continues asking about the three hindering factors, but shifts focus to what the person did to overcome them. For instance, "I trained in a new skill and it led to my new dream job." The interviewer writes these solutions on post-its and attaches them to the problems on the model.

Step 5

Finally, the interviewer asks their partner to consider steps they have *already taken* toward their vision. They might say, "I signed up for this course," or "I've started training in this new skill."

The dotted line represents today and the interviewer writes and adds these post-its to **point 4** on the model.

After the first interview is complete, the partners switch and repeat the process

Step 6

Each participant's arrow is now full of post-its representing tasks in an action plan to achieve the vision. Whether the time horizon is 3 months or 3 years, the arrow represents a realistic path to get there.

Encourage participants to keep their arrow and even to post it somewhere where they will see it and draw inspiration from it.

End the session with a check-out where each participant shares the next action they will take toward their vision

Adaptation to online implementation

This tool is easily adaptable for use in digital version. One way to adapt this tool is to use Jamboard or another similar digital tool that makes learning visible and accessible to all collaborators in the session.



Connection with the skill

Planning consists of organizing your tasks in order of priorities, knowing that you have a certain time to complete them, setting goals and objectives and, finally, creating an action plan to achieve them. However, it is not that simple. How to plan time is, without a doubt, one of the most arduous and difficult tasks in the development of tasks or projects.

Obstacles such as disorganization and procrastination can delay the achievement of your goals and limit your professional growth. This tool is connected with the skills time management because is a good way to overcome these negative factors.

Conclusion and evaluation

Poor organization can lead to increased procrastination and stress and therefore impede the philosophy of slow working. Poor planification usually means less productivity and missed opportunities. This is a good tool for planning, to be clear about what you need to do.





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