PERFORMANCE TIME

PERFORMANCE TIME MODULE

PURPOSE:

• Learn to be more intentional with their time
• Learn how time-blocking works to get more of the critical activity done
• Challenge group to use their time more effectively

EMOTIONAL CONNECTION:

Take back control of your day and your life. Reduce your stress. Free yourself from all the stuff that gets in the way and slows you down. Get more of the important things done every week.

MODULE AGENDA:

I.   **INTRODUCTION**
       a. Introduce time use

II.   **BLUE CHIP EXERCISE**
       a. Create 2 groups – Name & Champion
       b. Create energy – applause meter
       c. Directions
       d. Run exercise
       e. Score the exercise
       f. Debrief – key points

III.   **WHITE CHIP/BLUE CHIP**
       a. Brainstorm and Flp Cht White Chips
       b. Brainstorm and Flp Cht Blue Chips
       c. Select 2-3 White Chips to stop or delegate, & 2-3 Blue Chips to start
       d. Share with partner

IV.   **TIME BLOCKING**
       a. Show VIDEO – discuss key points
       b. Group Discussion
              i. Strategic Block
              ii. Buffer Block
              iii. Break-out Block

V.   **MODEL WEEK**
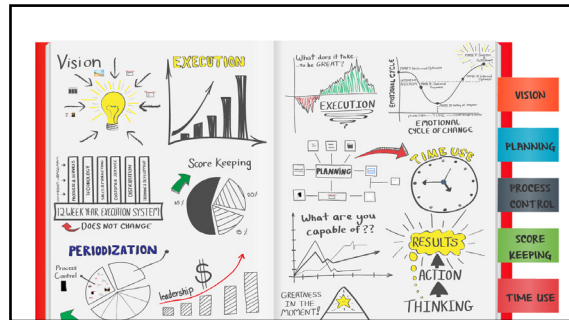   a. Intro concept & suggest completing on own

VI.   **SUMMARY**
       a. Easy concept to understand, challenging to apply
       b. Come face-to-face with Pain of Change
       c. Apply concepts don't get hung up on mechanics

TRAINER'S NOTES | **INTRODUCTION**

Advance slide to presentation map

Prepare a table for the Blue Chip exercise in advance. The set-up is two rows of chips with approximately 26-30 White Chips, 12-15 Red Chips and 6-8 Blue Chips in a 2-1-2 pattern. Once the table is set, cover it with a dark table-cloth thick enough to hide the chips, and keep the table off to the side of the room where no one will bother it.

We are now going to explore the fifth Discipline of The 12 Week Year – Time Use.

BLUE CHIP EXERCISE

I'd like to get started with a little contest to illustrate a principle about getting results. In order to do that, I'll need all of you to stand up and divide into two groups – so do that now please.

Ask someone from the group to help you position the table in the room so that there is room enough around it for the game to be played. Separate the teams & position them in the room so there is enough space to conduct the exercise. As they are doing this, prepare a Flip Chart with columns as shown below.

Ok, each team will need to come up with a "team name" and a champion. I'll give you two minutes to create a team name and select a champion who will represent the team. If any of you have played this game before, please don't be one of the champions and don't talk about the game to your team.

Give them 2 minutes to do this, and then ask them for the Team Name, and who has been selected as champion.
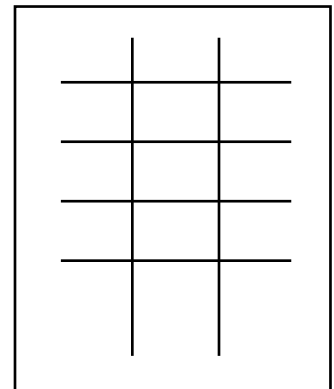
Alright, your time is up. What is the name of the first team & who is your champion? And the next team, what is your name & who is your champion? *Record the team names and the champions at the top of the middle and right columns.*

TRAINER'S NOTES

Have the champions step forward. If they have not already done so, have the teams gather around the table - one team on one side and one team on the other.

Before we get started, I'd like to check out the support for our two champions. Let's start with _____ (the team name); can I hear the team's applause for _____ (their champion)?
Encourage the team to cheer and applaud. Then do the same for the other team.

How about _____ (team name), can I hear some applause for _____ (champion)?

That wasn't bad but I think you can do better; can I hear the first team cheer for their champion again? Wow! OK lets hear the second team again!

It seems about even, so we're going to have a run-off. If I can have our champions step forward and face me.

Position the champions standing and facing you, side by side, with their backs to the table. Instruct them not to turn around until you say go. Remove the tablecloth without moving the rows of chips. Also instruct the teams to cheer and support but no coaching.

This exercise is about getting results, but as in all games, there are rules to follow:

> First, champions do not turn around or look behind you until I tell you to begin.

> Second, teams, you may support your champion by clapping and cheering, but no direction or coaching.

In just a moment I'm going to ask the two of you to turn around and get results - but don't turn around until I tell you to do so.

Give the following instructions rapidly, creating excitement and leaving no time for the champions to ask any questions. Once you say go, start cheering and clapping.

Results in this game, are represented by disks on the table behind you. There is a row behind you _____ (name) and you _____ (name).

There are some rules on how you can pick up the disks:

> You may pick them up with one hand and place them into the other – let's see your technique – very good!

TRAINER'S NOTES

You cannot sweep or scoop the disks – NO SWEEPING OR SCOOPING!

Work only in your row.

I'll give you 15 seconds to get as many results as you can. Remember teams only cheer your champion on - no instructions or pointing. Ready? Go!

The 15 seconds need not be exact. Allow enough time for them to pick up the White and maybe 1 or 2 Red.

"STOP."

Because of the excitement and noise you will probably need to yell "Stop" and even reach out onto the table to get their attention. Once they have quieted down, and you have their attention proceed.

Ok, great job! Let's see how your champions have done. Champions count up your White chips!

_____ (champion 1's name) how many White chips did you pick up?

Ten? Good. Incidentally, the white chips are worth $1 each.

Write $1 next to "White", then write in the actual amount of chips picked up x $1 in the white chip row under the team's name.

So _____ that's $X. Let's hear it for your champion Team _____ (team name).

How about _____, (champion for the second team), how many white chips did you pick up? X, that's great. $X for Team _____ (team name).

How about the Red? By the way, the Red is worth $100 each.

Write $100 next to Red, and then write in the actual amount in the row under the team's column. Do this for both champions.

Team 1 your champion (name) got $X so let's hear it for your champion (name)! Team 2 your champion got $X let's hear it for your champion.

And finally, how about Blue? (Zero)?

That's too bad because the Blue chips are worth $1,000 each.

	Team_	Team_
White $1	$10	$14

TRAINER'S NOTES

Write $1,000 next to Blue, and then write in the actual amount in the row under the team's column. And total the scores.

OK team _____ won! Let's hear it for both champions!

How is the way _____ & _____ (champions) approached the game a mirror of the way we often approach our jobs?

Answer: We just jump in and get started on whatever is in front of us.

Right. Often we just start working on stuff without much thought to what is most important.

Someone might bring up the fact that you didn't tell them the value of the chips so they didn't have all the information they needed to be effective. Your response is: That's true, and does that ever happen in the workplace? Do you always have all the information from your boss, the client, the marketplace?

If the champions had taken 4 to 5 seconds of the 15 to look at the table, what clues existed that might have changed the way they performed?

There are 3 points you want to discuss in no particular order:
1. More whites, less blues – typically less means higher value
2. Blues further away – more valuable
3. Color – poker, stock market, blue ribbon

Let me ask you another question: Did the champions work hard? (Yes).

Did they get maximum results? (No).

So what's the relationship between hard work & results?

Hard work does not guarantee results – hard work on the right things produces the maximum results.

The fact is different chips had different values – different tasks have different values.

Another question: Given the time allotted could they have picked up all the chips, was it possible to pick up all the chips? (No).

This is a critical point.

Remember that it's our thinking, our frame of reference, which drives our actions and creates our results.

TRAINER'S NOTES

If you are operating under the thinking that you can "get it all done" then you will struggle.

A recent study found that the average manager has 40 hours of work on their desk at the end of each day. If that's true for you, the thinking shift that needs to happen in order for you to be more effective is the realization that "you can't get it all done."

If you could, then it really wouldn't matter where you started – you'd have time to pick them all up. Once you realize that you can't get it all done, you are forced to prioritize and to be more intentional about the activities that you engage in.

Are there any other observations or insights from the exercise?

Ok, let's give our champions one more round of applause, and find our seats to look at how we can apply the insights from the exercise to be more effective.
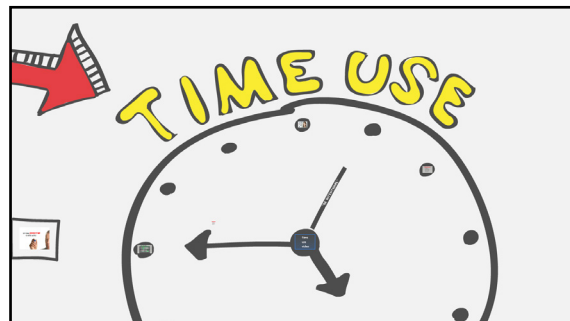
Advance slide to time use

WHITE CHIP / BLUE CHIP

Turn to page _____ in your workbook. There are two charts at the top of the page, write WHITE CHIPS on the header on the left. Turn to the person next to you, (or at your table) and brainstorm all the white chips in your world.

Write WHITE CHIPS on a Flip Chart on the left side of the room (to the left of the screen).

Ok, what did you come up with?

List their responses on the flip chart

After all responses, say: there are 3 things you can do with white chips:

TRAINER'S NOTES

Write on a flip chart:
1. Stop doing them – there are often many things you can just stop doing
2. Delegate – other things you can delegate – to a person or to a "system"
3. Increase Efficiency – some of the white chips you'll still need to do yourself, in those cases, the goal is to improve your efficiency – we'll show you how to do that in a few minutes

Now, let's look at the other side, take two minutes and brainstorm all the Blue Chip high-value activities for you. Under the header Blue Chips write down with your partner the blue chips in your world.

Give them a few minutes to do this. While they are working, on the chart on the right side of the room, write BLUE CHIPS at the top. If you have just one flip chart, tear off the WHITE CHIPS list and tape it to the wall.

Ok, let's see how you did with the Blue Chip list.

List their responses on the Blue Chip flip chart.

What I would like you to do now is identify 2-3 white chip activities that you would be willing to stop doing, do less of, or delegate. What we want to do is open up a window of time that we can then fill with blue chip activity.

Now, let's identify 1-3 blue chips activities that if you spent more time on would have a positive impact on your performance.

Turn to the person next to you and share the items you highlighted and the impact you believe it will have.

Alright, let's take a look at how we can structure our time to align with the lessons of this exercise carving out time for blue chips and effectively dealing with the white chips.
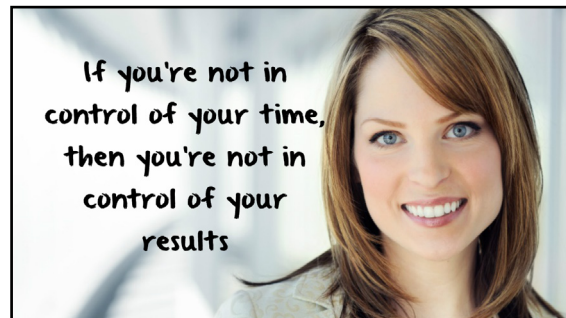
TIME BLOCKING - VIDEO
Let's take a few minutes to hear what Brian has to say about intentional time use in this video:

White Chips

Blue Chips

TRAINER'S NOTES

If you're not in control of your time, then you're not in control of your results

Advance slide and read

What did you take away from what Brian had to say?

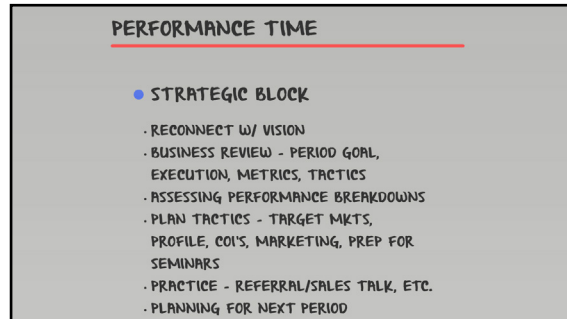*If they don't touch on the Key Points, bring them up in the discussion*

Key Points:
- *Everything happens in the context of time – If you're not in control of your time you're not in control of your results*
- *Performance Time – system to carve out time in your week to get things done*
- *Time blocking – Strategic Block, Buffer Block, Breakout Blocks*
- *Mechanics are easy – thinking about how to allocate your time gets in the way*

Turn to page ___ in your workbook. Brian mentioned time blocking in his video, and I want to share the details of that system with you now. Time blocking is a system that allows you to structure your day in a way that can help you to be profoundly more effective. The system is called Performance Time, and it helps you to take back control of your day. There are three primary time blocks in the system: Strategic Blocks, Buffer Blocks, and Break-out Blocks.

A Strategic Block is a 3-hour block of uninterrupted time that is scheduled in advance. During these blocks you accept no phone calls, no faxes, no e-mails, no visitors – no nothing.

TRAINER'S NOTES

PERFORMANCE TIME
- STRATEGIC BLOCK
  - RECONNECT W/ VISION
  - BUSINESS REVIEW - PERIOD GOAL, EXECUTION, METRICS, TACTICS
  - ASSESSING PERFORMANCE BREAKDOWNS
  - PLAN TACTICS - TARGET MKTS, PROFILE, COI'S, MARKETING, PREP FOR SEMINARS
  - PRACTICE - REFERRAL/SALES TALK, ETC.
  - PLANNING FOR NEXT PERIOD

Show the Strategic Block Slide and read the script below for Strategic Blocks

Instead you focus on the strategic and money-making activities - your Blue Chips. Doing so concentrates your intellect and creativity and produces breakthrough results. You will likely be astounded by the quantity and quality of the work you produce.

Here are some of the things you do in a Strategic Block:
- Reconnect with your vision
- Conduct a review of your business – What progress are you making on your 12 week goal, how well are you executing, what progress are you making with your metrics, which tactics are paying off, which tactics are you struggling with
- Assess performance breakdowns – what are the causes, and what can be done about them
- Executing plan tactics that are strategic in nature (for example you might work on defining an ideal client profile, writing a marketing piece, reading an important book, or practicing a script)
- Practice – referral/sales talk
- Building a new plan for your next 12 weeks

In general these are your strategic activities, not your day-to-day stuff.

One of the questions that is often asked is "Do you make outbound prospecting calls in a Strategic Block?"

If you get this question a good response is: Typically not. Even though this might be a Blue-Chip activity for you, you would instead block out calling time separately from your Strategic Block. The exception might be that if the most strategic thing I can do this week is schedule some meetings with prospects, then I might take 60-90 minutes of my Strategic Block and make calls. If this is a regular occurrence, then you're missing the concept.

The next time block is the Buffer Block

TRAINER'S NOTES

PERFORMANCE TIME

- STRATEGIC BLOCK
- BUFFER BLOCK
  - WHITE CHIP ACTIVITY
    - VOICE MAIL, EMAIL, INTERRUPTIONS, ETC
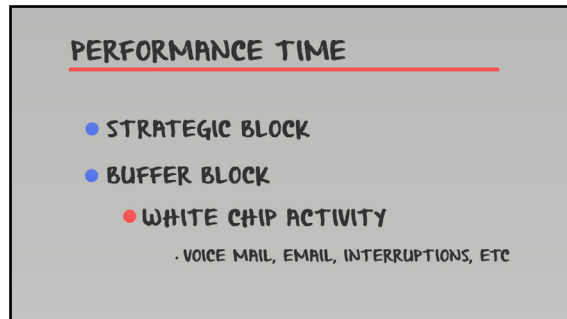
Show the Buffer Block Slide

Buffer Blocks are created to deal with all the unplanned items that arise throughout the day. Nothing is more unproductive and frustrating than having to deal with constant interruptions throughout the day. We've all had days where unplanned issues dominated our entire day.

A Buffer Block is a block of time set aside in advance to handle the unexpected. For some, 30 minutes once a day is sufficient. For others, two separate one-hour blocks may be necessary. By grouping together activities that tend to be unproductive, you can reduce the inefficiency and take back control of your day.

So an example is that if I call your office and you're not expecting my call your assistant or voice mail would say that you return calls between 11-12 and 4-5 what time works for me? Or if I stick my head in your office and ask for a couple of minutes, your response is – Sure I'm available between 11-12 or 4-5 what time works?

Does this work with 100% of the interruptions? No, but if you apply the concept you can use it with 60-70% which frees up an enormous amount of your day.

One of the key factors contributing to performance plateaus is the absence of free time. Too often entrepreneurs and professionals get caught up in working longer and harder. This approach is an energy and enthusiasm killer. To achieve greater results what's necessary is not more hours, on the contrary, it is more free time.

PERFORMANCE TIME

- STRATEGIC BLOCK
- BUFFER BLOCK
- BREAK-OUT BLOCK
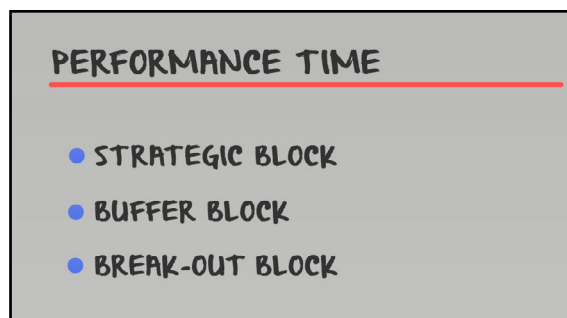
Show the last block – a Breakout Block

A Break-out Block is a minimum 3 hour block of scheduled time that is devoid of any work related activities and thoughts. It is time scheduled away from the business during normal business hours. This time is designed to refresh and

TRAINER'S NOTES

reinvigorate so that when you return to work you can effectively focus.

Most people take to this block pretty well. However, if you have Break-out Blocks without utilizing Strategic Blocks & Buffer Blocks your performance will suffer. You earn the Breakout Blocks with good Strategic Blocks & Buffer Blocks.

Getting started, we recommend that you have 1 Strategic Block each week, 1-2 Buffer Blocks each day, and maybe 1 Breakout Block a month.

The Time Blocking concept can be used for more than just Strategic or Buffer Blocks. The more you can structure your days and weeks the more effective your execution will be. Schedule routine tasks on the same day, at the same time each week, if possible. Also consider when you tend to be at your best. Are you a "morning" person or are you better in the afternoon or evening? Schedule the important activities during this time: Strategic and money making activities like your Strategic Block and coaching sessions.

Advance to Model Week slide and advance to show the addition of the time blocks. Mention the time blocks as they come up

MODEL WEEK

In your workbook is a blank weekly calendar for you to create a "Model Week." After the session, take a few minutes and block out your time blocks for what would be an ideal week. Be sure to include all of your important activities that can be scheduled, and leave enough white space to accommodate the unexpected.

Any questions about the time blocks or the Model Week?

Answer any questions they have regarding the three time blocks.

In the Performance Time video we saw earlier, Brian asked us to discuss how our thinking might get in the way of changing how we spend our time and applying the concept of time blocking.

Take a few minutes with the person sitting next to you and discuss the thinking that might get in your way of implementing the time blocking concepts.

*Wait until they begin to quiet down, and get their attention back*

TRAINER'S NOTES

What are some of the thinking barriers that might get in your way?

Capture their responses on the flip chart. Examples might be "I can't do a Strategic Block because I have an open door policy." Or "When the phone rings it might be important so I always answer it," Or "I am ADD I can't focus on anything for 3-hours at a time." Or, "I have way to many interruptions in my day to time block effectively." After you have a good list, ask them how they might overcome these thinking barriers.

SUMMARY

Time use is one of the areas where we come face-to-face with the discomfort of change. Everybody says they want to use their time more effectively. In order to do so you must be willing to change how you structure your time.

As Brian said, the challenge with time is not the mechanics it's our thinking. Don't get hung up on the mechanics, and miss the concept. Block out time for strategic activity and take control of the interruptions.
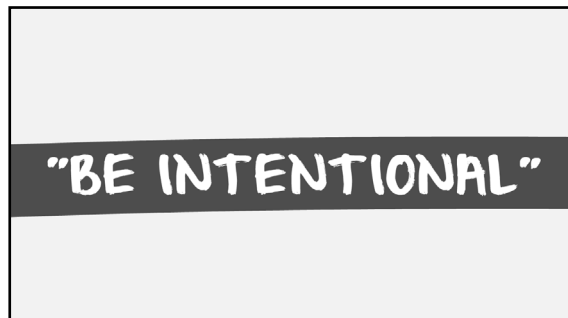
"BE INTENTIONAL"   *Show slide*

In the end everything happens in the context of time. If you are not in control of your time then you are not in control of your results. Ultimately, personal effectiveness is about INTENTIONALITY.