

# SVI-3019-3

## Time Management in the Workplace

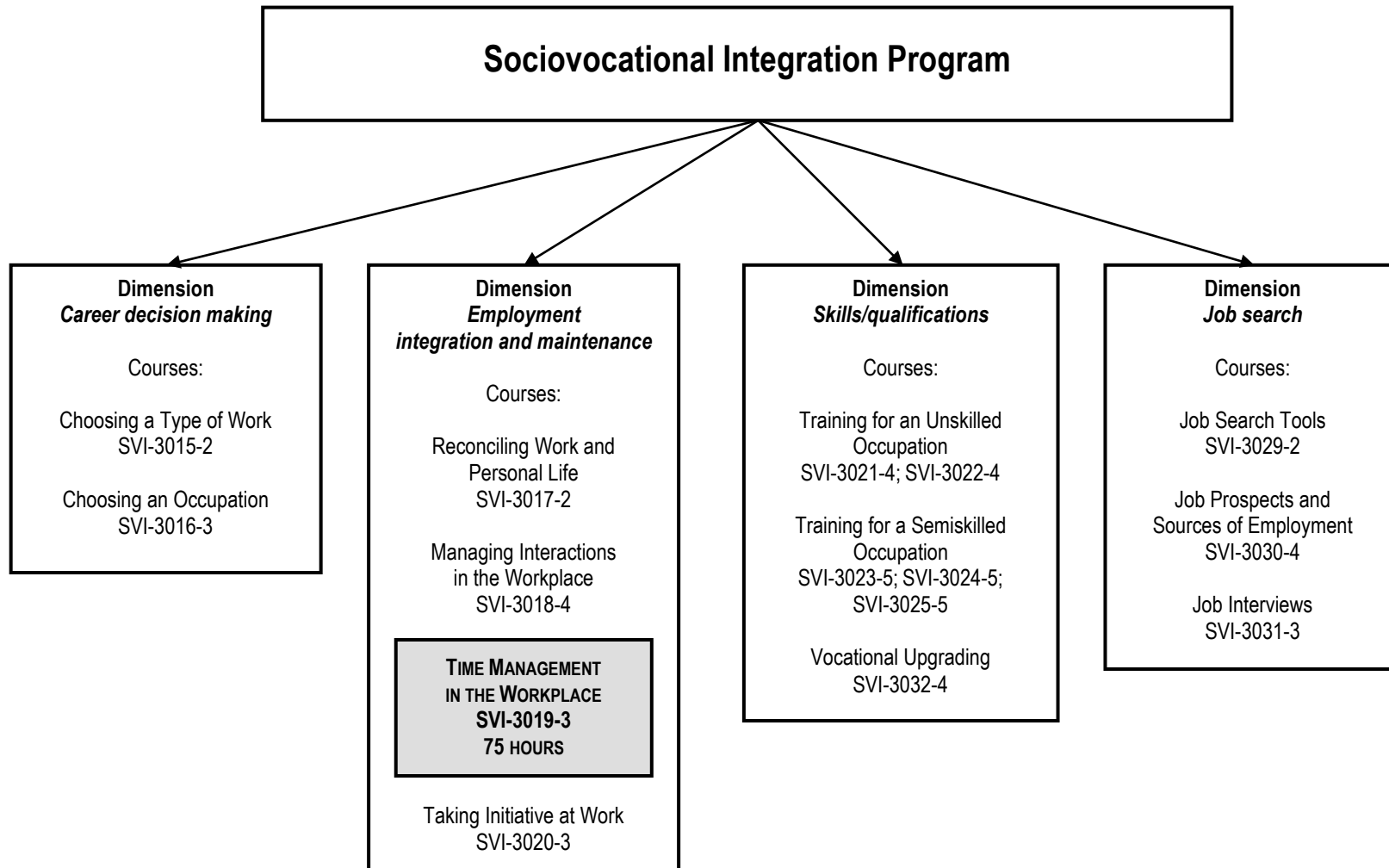
Secondary Cycle Two



Sociovocational Integration Program



## Situating the Course *Time Management in the Workplace*



## Introduction to the Course *Time Management in the Workplace*

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The objective of the course *Time Management in the Workplace* is to enable adults to deal competently with real-life situations in which their ability to effectively manage their time will allow them to meet specific performance or productivity requirements.

By the end of this course, adults will be able to meet the requirements of punctual and regular work attendance, to organize their work time and to review the way they manage this time.

## Dealing With Work-Related Situations

Dealing effectively with work-related situations is based on actions. These actions are grouped into categories and draw on a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. Details on these elements may be found under the appropriate headings.



## Class of Situations

This course focuses on the class of situations *Managing his/her time at work*.

Adults who are employed sometimes find that they have to deal with a work overload or a rush job. Regardless of their occupation, being able to manage their time effectively will help ensure good performance. Good time management will help adults organize their time in a satisfactory and productive manner and, by this very fact, meet company expectations with regard to the amount of work to be done and production deadlines.

The table below provides examples of work-related situations associated with this class of situations. These examples can be used to develop learning situations. Furthermore, since these situations are numerous and unpredictable, the teacher can refer to any pertinent real-life situation that is related to the class and adapted to adults' needs.

Class of Situations	Examples of Real-Life Situations
Managing his/her time at work	<ul style="list-style-type: none"> <li>• Carrying out a rush job</li> <li>• Work overload</li> <li>• Making changes to a work schedule</li> <li>• Carrying out unexpected work</li> <li>• Making changes to work teams</li> <li>• Reviewing production deadlines</li> </ul>

## Categories of Actions

The *categories of actions* are groups of actions that are appropriate for dealing with the real-life situations in the course. The *examples of actions* listed in the table below illustrate the scope of the categories and serve as a guide in conducting the learning activities.

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> <li>Meeting the requirements of punctual and regular attendance at work</li> </ul>	<ul style="list-style-type: none"> <li>Shows up for work at the appointed time</li> <li>Adheres to the schedule of a staff training session</li> <li>Informs his/her superior when absent because of illness</li> <li>Consults his/her superior before taking a vacation day</li> </ul>
<ul style="list-style-type: none"> <li>Organizing his/her time at work</li> </ul>	<ul style="list-style-type: none"> <li>Draws up a list of tasks to be carried out before shipping a product</li> <li>Estimates the amount of time needed to stock the counters</li> <li>Completes a checklist to determine the most important work tasks</li> <li>In his/her day planner, sets aside a period of time to maintain work tools and equipment</li> <li>Adjusts his/her use of time in light of an urgent request from his/her superior</li> </ul>
<ul style="list-style-type: none"> <li>Reviewing the way he/she manages his/her time at work</li> </ul>	<ul style="list-style-type: none"> <li>Consults his/her superior about his/her expectations regarding the amount of work to be done</li> <li>Assesses his/her performance with respect to the weekly work plan</li> <li>Meets with his/her superior to go over an action plan for improving his/her ability to meet production deadlines</li> </ul>

## Compulsory Elements and End-of-Course Outcomes

The teacher must take the compulsory elements into account when designing learning situations.

### Class of Situations

Managing his/her time at work

### Categories of Actions

- Meeting the requirements of punctual and regular attendance at work
- Organizing his/her time at work
- Reviewing the way he/she manages his/her time at work

### Operational Competencies

Acts methodically

- Establishes a routine for recurring tasks
- Analyzes his/her use of time before committing to a new activity
- Adheres to his/her priorities

Exercises critical and ethical judgment

- Identifies his/her strengths and limitations using an assessment form
- Distinguishes between fact and opinion
- Distinguishes between his/her perceptions and those of his/her superiors and colleagues
- Justifies the change he/she wants to make

### Essential Knowledge<sup>32</sup>

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| <ul style="list-style-type: none"> <li>• Punctuality and regular attendance</li> <li>• Applying the company's policy regarding tardiness, absences and time off</li> <li>• Process of organizing his/her time at work</li> <li>• Role and responsibilities within the company</li> </ul> | <ul style="list-style-type: none"> <li>• Factors to be considered in determining the most important work tasks</li> <li>• Time management tools</li> <li>• Company's expectations concerning time management</li> <li>• Change he/she wants to make in terms of managing his/her time at work</li> <li>• Action plan regarding time management at work</li> </ul> |
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<sup>32</sup> All of the compulsory essential knowledge is outlined under the heading *Essential Knowledge*.



The end-of-course outcomes describe how adults should use the compulsory elements to deal with the real-life situations addressed in the course.

### End-of-Course Outcomes

To deal with the real-life situations in the class of situations *Managing his/her time at work*, adults meet the requirements of punctual and regular work attendance, organize their work time and review the way they manage this time.

To meet the requirements of punctual and regular work attendance, adults observe their work schedule: time of arrival and time of departure, time allotted for health breaks and meals, time set aside for meetings and appointments. They maintain a work pace that is consistent with the company's expectations. They apply the company's policy regarding tardiness, absences and time off.

When organizing their work time, adults draw up a list of work tasks to be carried out by taking into account his/her role and responsibilities within the company and estimate the time needed to carry them out. They determine which tasks are the most important by considering different factors: requirements, importance and urgency of the tasks and available time. They identify and group together tasks that can be carried out at the same time, in the same place and using the same materials. They plan their use of time on a daily, weekly or monthly basis, taking into account days off, personal appointments and appointments for family members by using a time management tool such as a day planner, a list of tasks or a schedule. They consider the possibility of sharing tasks and responsibilities with colleagues. They set up a routine for recurring tasks such as tidying up and maintaining their work area. They review their use of time by taking contingencies into account. Before committing to new tasks, they examine their use of time and make sure they adhere to their priorities.

When reviewing the way they manage their work time, adults assess their strengths and limitations using an assessment form and by taking into account the company's expectations regarding time management. They distinguish between fact and opinion, and between their perceptions and those of their superiors and colleagues. They set a clear and precise goal with respect to a change they want to make. They explain the extent to which this change is feasible and meaningful on a personal and occupational level, and estimate the time required to make this change. They draw up an action plan for achieving their goal. This plan will include the means for succeeding in this regard, the internal and external resources they can rely on, deadlines, pitfalls and obstacles they may encounter, alternative solutions and follow-up measures.

## Evaluation Criteria

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- Meets the requirements of punctual and regular work attendance
- Methodically organizes his/her work time
- Carefully reviews the way he/she manages his/her work time

## Operational Competencies

The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations in this course. These operational competencies are addressed in other courses and therefore all of the courses taken together contribute to their development.

In this course, only the following operational competencies are addressed: *Acts methodically* and *Exercises critical and ethical judgment*.

### Contribution of the operational competency *Acts methodically*

This competency involves the capacity to systematically develop, choose and use appropriate techniques for dealing with work-related situations.

When organizing their time at work, adults establish a routine for carrying out recurring tasks. Before committing to a new activity, they examine their use of time and make sure they adhere to their priorities.

### Contribution of the operational competency *Exercises critical and ethical judgment*

This competency involves the capacity to question and assess the personal and social problems encountered in work-related situations according to the rules and principles of sound judgment.

When reviewing how they have managed their work time, adults assess their strengths and limitations using an assessment form, they distinguish between fact and opinion, and between their perceptions and those of their superiors and colleagues. They justify the change they want to make in the way they manage their time.

## Essential Knowledge

**E**ssential knowledge is organized into categories. All of the knowledge mentioned under this heading is compulsory, except for the information in parentheses that serves to clarify or define the scope of the knowledge in question.

### **Punctuality and regular attendance**

- Observance of work schedule: time of arrival and time of departure, health breaks, meals, meetings, appointments
- Maintaining a work pace that is consistent with the company's expectations

### **Applying the company's policy regarding tardiness, absences and time off**

- Rules and procedures
- Workers' rights
- Workers' obligations

### **Process of organizing his/her time at work**

- List of work tasks to be carried out
- Estimating the time needed to carry out work tasks
- Determining the most important tasks
- Grouping tasks (according to time, place and materials required)
- Planning time on a daily, weekly or monthly basis (work tasks, appointments, time off)
- Sharing tasks and responsibilities with colleagues
- Reviewing use of time by taking contingencies into account

### **Role and responsibilities within the company**

- Task description
- Company hierarchy

### **Factors to be considered in determining the most important work tasks**

- Task requirements
- Importance of tasks
- Urgency of tasks
- Available time

### **Time management tools**

- Day planner
- List of tasks
- Schedule

### **Company's expectations concerning time management**

- Formal expectations (official rules)
- Informal expectations (unofficial rules)

### **Change he/she wants to make in terms of managing his/her time at work**

- Clearly and precisely stated change that is feasible and meaningful on a personal and occupational level and that can be made within a specific time frame

## Essential Knowledge (*cont.*)

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### Action plan regarding time management at work

- Ways of making the desired change
- Internal and external resources
- Schedules
- Possible pitfalls and obstacles
- Alternative solutions
- Follow-up measures (periodic review, logbook, discussions with a mentor, etc.)

## Attitudes

The development of certain attitudes, particularly those described in the table below, is facilitated by drawing on certain elements of essential knowledge. These attitudes also help adult learners to better exercise the operational competencies and make it easier to deal with the class of situations in question. The attitudes in and of themselves are not evaluated; however, their development is an important aspect of the learning process.

Sense of responsibility	Open-mindedness
<p>Adults who are responsible observe their commitments and assume the consequences of their decisions regarding punctual and regular work attendance, and the organization of work time.</p> <p><b>Connections between a sense of responsibility and certain elements of essential knowledge</b></p> <p>This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge:</p> <ul style="list-style-type: none"> <li>• Punctuality and regular attendance</li> <li>• Applying the company's policy regarding tardiness, absences and time off</li> <li>• Process of organizing his/her time at work</li> <li>• Role and responsibilities within the company</li> <li>• Factors to be considered in determining the most important work tasks</li> <li>• Company's expectations concerning time management.</li> </ul> <p><b>Connections between sense of responsibility and the operational competency <i>Acts methodically</i></b></p> <p>This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions:</p> <ul style="list-style-type: none"> <li>• Establishes a routine for recurring tasks</li> <li>• Analyzes his/her use of time before committing to a new activity</li> <li>• Adheres to his/her priorities</li> </ul>	<p>Adults who are open-minded consider different viewpoints and question their usual way of doing things. This attitude makes them more likely to thoroughly investigate and discover new outlooks in considering different factors when managing their time at work.</p> <p><b>Connections between open-mindedness and certain elements of essential knowledge</b></p> <p>This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge:</p> <ul style="list-style-type: none"> <li>• Change he/she wants to make in terms of managing his/her time at work</li> <li>• Action plan regarding time management at work</li> </ul> <p><b>Connections between open-mindedness and the operational competency <i>Exercises critical and ethical judgment</i>:</b></p> <p>This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions:</p> <ul style="list-style-type: none"> <li>• Identifies his/her strengths and limitations using an assessment form</li> <li>• Distinguishes between fact and opinion</li> <li>• Distinguishes between his/her perceptions and those of his/her superiors and colleagues</li> </ul>

## Complementary Resources

The following resources are provided as suggestions only and consist of references that may be consulted in learning situations.

Social Resources	Material Resources
<ul style="list-style-type: none"> <li>• Superiors</li> <li>• Colleagues</li> <li>• Practicum supervisors</li> <li>• Private sector companies</li> <li>• Government agencies</li> <li>• Community organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Time management tools (day planner, list of tasks, schedule)</li> <li>• Assessment chart for managing work time</li> <li>• Company's policy regarding tardiness, absences and time off</li> <li>• Print and electronic documents on managing time at work (magazines, books, Web sites, etc.)</li> </ul>

## Learning Situation

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The following learning situation is provided as an example to show teachers how the principles of the education reform can be applied in the classroom.

It is authentic in the sense that it addresses a real-life situation (taken from the class of situations in the course) that adults may find themselves in. It is sufficiently open and comprehensive to allow adult learners to explore several important aspects related to dealing with this real-life situation.

The examples of actions presented in the course help the teacher to identify those actions that an adult would take to deal with the real-life situation. The teacher can then refer to these examples in order to develop appropriate learning activities.

The learning situation is organized in terms of the three steps of the teaching-learning process, which are as follows:

- planning learning
- actual learning
- integrating and reinvesting learning

These steps highlight the principles of the education reform insofar as they encourage adults to be active, to reflect on their learning and to interact with their peers when the learning context is suitable. They include learning activities and may also include evaluation activities intended to support adults in the learning process.

These activities help learners to construct knowledge related to the compulsory elements of the course that are targeted by the learning situation concerned: one or more categories of actions, essential knowledge and the actions of the operational competencies associated with the categories of actions.

The example provided also refers to certain teaching strategies—instructional methods and techniques—that can be selected according to the learners, the context and the learning environment. Certain learning strategies may also be suggested, as well as a variety of material and social resources.



## Example of a Learning Situation

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**Title: Getting down to work!****Problem addressed in the learning situation:**

- Organizing his/her time at work

**Instructional methods:**

- Interactive presentation
- Guided practice in pairs
- Class discussion

**Expected work:**

- Completed checklist for determining the most important work tasks
- Using a day planner to plan their use of time

**Approximate time allotted: 5 hours**

- Presentation of the situational problem and interactive presentation: 1 hour
- Guided practice in pairs: 2 hours
- Discussion between the pairs: 45 minutes
- Presentation of the correction key: 45 minutes
- Class discussion: 30 minutes

## Example of a Learning Situation (cont.)

### Planning learning

- The teacher informs the adult learners that this learning situation involves managing time at work, has them form teams of two and then presents the situational problem:<sup>33</sup>

*Back from two weeks' vacation, you go to your work area and find a list of tasks to do on your desk. You notice that you are far behind in your work, since no one replaced you while you were away. You try not to get discouraged and decide to take the bull by the horns. Your challenge is to organize your time as effectively as possible.*

The teacher presents the conditions that apply to this situational problem: *You must take into account the process for effectively organizing your work time and use the appropriate documents to do so.* The teacher must also make sure the adults have understood what they are being asked to do and that they are motivated to carry out the activity.

### Actual learning

- The teacher leads an interactive presentation on documents that are useful for effectively organizing one's time.

The following documents will be presented to the adults:

- the work schedule
- the description of their roles and responsibilities within the company
- the list of tasks to be carried out, which include filling out order forms, meeting production deadlines, ensuring stock rotation, putting away equipment and cleaning work areas

<sup>33</sup> If possible, the teacher could relate the situational-problem to the adult learner's occupation.

- the checklist for determining the most important work tasks, which includes the factors to be considered (task requirements, importance of tasks, urgency of tasks, available time)
- the list of actions related to the operational competency *Acts methodically* as they pertain to the organization of work time
- a day planner
- The teacher guides and supervises the adults as they learn about the process for organizing their work time:
  - Referring to the list of tasks to be carried out, the adults estimate the time they need to carry out each task.
  - The adults determine the most important tasks using the chart designed for this purpose.
  - The adults consider the possibility of sharing tasks and responsibilities with their colleagues.
  - The adults plan their use of time on a daily, weekly or monthly basis by referring to the relevant documents.
  - The adults are asked to adjust their use of time by taking into account unforeseen tasks assigned by the teacher during the activity.
- The teacher asks the pairs to compare their checklist for determining important tasks and their time use plan, and to discuss the successes and difficulties they experienced in the process of organizing their work time.
- The teacher presents the correction key for the activity and reminds the adult learners of the important points to keep in mind in order to organize their time as effectively as possible.

**Integrating and reinvesting learning**

Class discussion:

*Were you able to adhere to your work schedule? Did you find it difficult to determine which tasks were the most important? Which method do you feel is the most effective in this regard? What difficulties did you encounter when sharing tasks and responsibilities? Were some of the documents particularly useful in planning your time? What did you learn from this activity? What is the most meaningful thing you learned? How do you think you will apply what you have learned in a future job?*

## Elements of the Course Addressed by the Learning Situation

Class of Situations		
Managing his/her time at work		
Learning Situation		
Getting down to work!		
Category of Actions	Operational Competency	
<ul style="list-style-type: none"><li>Organization of his/her time at work</li></ul>	<div>Acts methodically</div> <ul style="list-style-type: none"><li>Establishes a routine for recurring tasks</li><li>Adheres to his/her priorities</li></ul>	
Essential Knowledge		
<div>Punctuality and regular attendance</div> <ul style="list-style-type: none"><li>Observance of work schedule: time of arrival and time of departure, health breaks, meals, meetings, appointments</li></ul> <div>Process of organizing his/her time at work</div> <ul style="list-style-type: none"><li>List of work tasks to be carried out</li><li>Estimating the time needed to carry out work tasks</li><li>Determining the most important tasks</li><li>Grouping tasks (according to time, place and materials required)</li><li>Planning time on a daily, weekly or monthly basis (work tasks, appointments, time off)</li><li>Sharing tasks and responsibilities with colleagues</li><li>Reviewing use of time by taking contingencies into account</li></ul>	<div>Role and responsibilities within the company</div> <ul style="list-style-type: none"><li>Task description</li><li>Company hierarchy</li></ul>	<div>Time management tools</div> <ul style="list-style-type: none"><li>Day planner</li><li>List of tasks</li><li>Schedule</li></ul>
	<div>Factors to be considered in determining the most important work tasks</div> <ul style="list-style-type: none"><li>Task requirements</li><li>Importance of tasks</li><li>Urgency of tasks</li><li>Available time</li></ul>	
Attitude	Complementary Resource	
<ul style="list-style-type: none"><li>Sense of responsibility</li></ul>	<ul style="list-style-type: none"><li>Day planner</li></ul>	