



VENTURING • BSA®

Goal-Setting and Time Management for **Venturing Crews** Facilitator Guide



SCOUTING U
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**Goal-Setting and Time Management for Venturing Crews
Facilitator Guide**

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LEARNING OBJECTIVES

- Increase awareness of time management strategies
- Implement self-selected strategies
- Predict external time wasters
- Examine how time is spent
- Model how to set priorities
- Organize tasks by category
- Assess the importance of using a planning tool
- Perform work in a timely manner
- Schedule time appropriately



TIME FRAME

Approximately 3½ hours. This training can also be divided and presented as individual activities.



INSTRUCTIONAL TECHNIQUES

- Guided discussion
- Individual and group activities
- Demonstration
- Small group discussion



TRAINING AIDS AND EQUIPMENT REQUIRED

- Whiteboard or flip chart and markers
- Computer with Internet access, connected to a projector
- Paper and pens/pencils
- Tape
- Three sheets of 8½×11 paper taped on separate walls and labeled ALWAYS, SOMETIMES, and RARELY
- Several blank slips of paper and a hat or basket to put them in
- Large clear jar
- Medium-sized rocks (or golf balls)
- Small pebbles or marbles
- Sand or small beads
- Sample planning tools (optional)—calendars, “to do” lists, phones, diaries, work logs, etc.
- Handouts from appendix



MATERIALS FOR DISTRIBUTION

- Appendix A: How Do I Use My Time? worksheet
- Appendix B: Using a Log to Determine How You Spend Your Time
- Appendix C: Lighten Your Backpack worksheet
- Paired Comparison Analysis chart (download at http://omniskills.com/downloads/cpsdox/pairedcomparison_worksheet.pdf)
- Appendix D: Day Planner



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- Covey, Stephen R. *The 7 Habits of Highly Effective People*, 25th anniversary edition. Simon & Schuster, 2013.
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- Lakein, Alan. *How to Get Control of Your Time and Your Life*. Signet, 1984.
- Tracy, Brian. *Eat That Frog!: 21 Great Ways to Stop Procrastinating and Get More Done in Less Time*, 2nd edition. Berrett-Koehler Publishers, 2007.



TIME FRAME

Half-Day Agenda

| Session | Time |
|-------------------------|------------|
| Ice Breaker | 10 minutes |
| Course Introduction | 5 minutes |
| Tracking Your Time | 40 minutes |
| Break | 10 minutes |
| Setting Priorities | 40 minutes |
| Break | 10 minutes |
| Getting Organized | 40 minutes |
| Break | 10 minutes |
| Using Planning Tools | 15 minutes |
| Beating Procrastination | 15 minutes |
| Scheduling Your Time | 10 minutes |
| Course Summary | 5 minutes |



Multiple Meeting Agenda

| Session 1 | Time |
|------------------------------|------------|
| Ice Breaker | 10 minutes |
| Course Introduction | 5 minutes |
| Tracking Your Time (Part I) | 10 minutes |
| Session 2 | Time |
| Tracking Your Time (Part II) | 10 minutes |
| Setting Priorities | 15 minutes |
| Paired Comparison Analysis | 30 minutes |
| Session 3 | Time |
| Getting Organized | 40 minutes |
| Session 4 | Time |
| Using Planning Tools | 15 minutes |
| Beating Procrastination | 15 minutes |
| Scheduling Your Time | 10 minutes |
| Course Summary | 5 minutes |

LESSON OVERVIEW

Finding a successful time management strategy depends on each individual's personality, ability to self-motivate, and level of self-discipline. This course introduces established methods for improving a Venturer's ability to effectively manage a daily timeline in his or her life.

Preface

This course is a requirement for the Venturing Discovery Award. However, it can be taken by Venturers at any time regardless of whether they are working on the award. The course may be presented as a workshop for single or multiple crews, or broken into shorter segments and presented at crew meetings or Venturing forums or roundtables. You can adjust the approach here to accommodate any number of participants; however, involvement and collaboration always increase when participants work in smaller groups. It is highly recommended that this course be taught by more experienced Venturers assisted by adult volunteers who are participating in the program.



10 min.

ICE BREAKER: TIME ROBBERS

Option 1

- Say:**
- There are many activities you do during the day that fill your time. Some of them are productive; others are not. *Time robbers* are activities that, whether productive or not, can distract you from doing something important.
 - In a moment, we'll start naming activities. Think about how each activity robs you of the time required to complete tasks and focus on priorities—how it reduces your ability to do what you need to do. Then move, in an orderly fashion, to the sign on the wall that represents how often this time robber affects you: ALWAYS, SOMETIMES, or RARELY.
 - *All of the participants will be walking toward a sign each time you give an example, but they may not all choose the same sign. So to avoid confusion, tape each sign to a separate wall. Then have participants take turns drawing a time robber from the hat or basket and reading it aloud; feel free to add other examples.*
 - Chatting or texting

- Talking to unexpected visitors
- Doing tasks that others are capable of and willing to do
- Doing nothing while standing in line
- Not planning ahead for meals
- Going to routinely scheduled meetings
- Checking email each time an alert prompts that you have a message
- Surfing the Internet
- Going to social-networking sites (Facebook, Twitter, Pinterest, Instagram, Google+, Tumblr, etc.)
- Watching TV, Netflix, etc.
- Hitting the snooze button on the alarm clock to get up as late as possible
- Shuffling materials—food, work, etc.—from one table or area to another without putting anything away
- Not planning your day
- Running errands without optimizing your drive time

Say: Who would like to share how they handle some of these time robbers?

Option 2

Divide participants into five groups. Have each group choose one of the following time-consuming activities: checking your phone or social media, frequent meetings, email, family obligations, and spending time with friends or visitors.

Say: Each group will develop solutions to keep their activity from taking up too much time. Then list those solutions on a sheet of paper and select a spokesperson from your group to share the list.

Make sure each group has a different activity. If you lack enough people for five groups, reduce the number of activities. Finally, have them turn to page 49 in the Handbook for Venturers and select a tip that might help them effectively manage their activity.



COURSE INTRODUCTION

Say: Here's a riddle: You can't save it, you can't borrow it, you can't lend it, you can't leave it, you can't take it with you. You can only do one of two things—use it or lose it. What is it?

If no one knows the answer,

Say: The answer is TIME. You only have 24 hours, 1,440 minutes, or 86,400 seconds each day. How you use that time depends on the skills you can learn through self-analysis, planning, evaluation, and self-control.

Mention the ice breaker activity and ask participants to share the time robbers they fall prey to most often.

Say: During upcoming meetings we will spend some time working on time management. Time management refers to the range of skills, tools, and techniques used to manage events in your life in relation to time. You have shared a few ways that time can be lost. During the next few weeks, you will explore some strategies that can help you more effectively manage your time each day. Finding the strategies that work best for you will depend on your personality, culture, circumstances, and priorities, but you must look critically at yourself and perhaps confront some difficult issues.

Turn to page 49 in your Venturing handbook. Use these time management guidelines as you work through the next activity.



10 min.

TRACKING YOUR TIME (PART I)

Write on a whiteboard or flip chart: “Strategy 1: Be Time-Aware.”

Say: You cannot manage time well without being aware of how long it takes to do things and how you are using your time. The first step to improving your time management skills and reaching your personal goals—including Venturing recognition goals—is to understand how you use your time. Our next activity will help you achieve this.

Where Does the Time Go?

Materials Needed

- Appendix A, How Do I Use My Time? worksheet
- Appendix B, Using a Log to Determine How You Spend Your Time

Instructions

1. Hand out the How Do I Use My Time? worksheet.
2. **Say:** Choose a typical school day before our next meeting and keep this worksheet with you throughout that day to get an understanding of how you are using your time. You will complete each part and score it for yourself.
 - The first part of the worksheet covers how you spend your time during a 24-hour period.
 - The second part is where you rate how well you seem to manage your time in relation to school, studying, and homework.

If the training is occurring in a single session, have Venturers estimate how they spent their time during the most recent school day.

3. Hand out Using a Log to Determine How You Spend Your Time. Venturers can use this as a guide for completing the worksheet or as an extension of the activity.

If your crew uses social media, post the worksheet and log guide online.





10 min.

TRACKING YOUR TIME (PART II)

1. Debrief Parts I and II of the worksheet by asking the following.
 - How much time did you spend on the computer, communicating with friends, or watching TV?
 - How much time did you physically spend with your friends?
 - Looking back from today's perspective, where do you wish you had spent your time?

To score Part II, have participants use this scale:

12 to 15 points = Great. You have awesome study and time management skills.

7 to 11 points = OK. You have some good habits, but they can use a little improvement.

6 points or below = Needs improvement. You can use some help with your study habits.

2. Draw their attention to Part III of the worksheet.

Say: Work with a partner to determine the following.

- Which activity do you think is the most important and how much time should it take up during your day?
- What is the next most important activity and how much time should it receive?
- Finally, what is the least important activity and how much time will it get?

Ask: What have you found most interesting or most meaningful about how Venturers in this group use their time?



40 min.

10 min.

SETTING PRIORITIES

Write on a whiteboard or flip chart: “Strategy 2: Know Your First Priority.”

Big Rocks in a Jar Activity

(adapted from Stephen R. Covey)

Materials Needed

- Large glass or clear plastic jar
- Medium-sized rocks or golf balls
- Small pebbles or marbles
- Sand or small beads

Instructions

1. Show an empty jar.
Say: This jar represents your time.
2. Add medium-sized rocks to the jar until it cannot hold any more.
Say: These rocks are the goals and commitments that are important to you. If you believe this jar is full, stand up.
3. Now add pebbles to the jar.
Say: The pebbles represent things that you *want* to do, but don't *need* to do. These things matter to you, but not as much as your goals and commitments. Notice that there is room for them in the jar because they fill in the gaps around the rocks.
4. Next add sand until the jar appears to be full.
Say: This sand represents the small, much less important but still time-consuming activities that you do during a day.
5. **Ask:** What is the point of this demonstration? *Venturers may say that no matter how full your schedule, you can always fit more into it. However, this answer is incorrect.*
6. **Say:** The real moral of this activity is that you can make time for your *big rocks*, but only if you put them into the schedule first and then fit everything else around and between them. It may be easier to pour the smaller things into the jar, but if they fill too much of the jar, there will be less room for your big rocks.
7. **Ask:** So what things will fill your jar through the rest of this day?

30 min.

Paired Comparison Analysis Activity

Materials Needed

- Paired Comparison Analysis chart (download at http://omniskills.com/downloads/cpsdox/pairedcomparison_worksheet.pdf)
- Pen/pencil and paper

Instructions

1. **Say:** The jar activity was a very visual example of how managing your time effectively is all about options. Each of you has a list of things you *need* to do, *want* to do, or *can* do. The real trick is prioritizing everything you do and then managing your time in such a way that everything will be completed in a timely manner.
2. Hand out the Paired Comparison Analysis chart.
Say: I want you to think about what tomorrow looks like for you. What things will you need to do? What places will you need to go? What obligations will you have to yourself and to others? Now, on this chart write down eight options of things that you can do between the time you go home today and the time you leave the house tomorrow.
3. Participants will use the chart to determine a score for each of their eight options. The grid on the chart should give them a “priority score” that makes it very easy to understand what needs to be done first. Then they will analyze how their choices can prepare them for tomorrow.
4. Ask the group to apply the Paired Comparison technique regularly between now and the next training session (or crew meeting) and be prepared to share how it worked for them.



40 min.

GETTING ORGANIZED

Write on a whiteboard or flip chart: “Strategy 3: Remove the Clutter.”

Share this interesting fact: Time management experts say that we spend about seven hours per week just looking for things or being distracted by clutter (Missouri Business Development Program, 2009). Whenever you feel overwhelmed by too many things to do and too little time in which to do them, sit down, take a deep breath, and list all those tasks you need to accomplish.

There are three basic ways to handle a task: act on it, delegate it, or eliminate it.

1. Act on it.

Write the word “Act” on the whiteboard or flip chart.

Say: Before you begin your tasks, you should assign priorities to them:

- A = highest importance and/or urgency
- B = medium importance and/or urgency
- C = lower importance and/or urgency

Say: If you have more than one A priority, mark them A1, A2, A3, etc. Do the same for your B and C priorities.

2. Delegate it.

Write the word “Delegate” on the whiteboard or flip chart.

Say: Ask yourself if the task is something you must do personally or if you can delegate this task to someone else who can do the job.

3. Eliminate it.

Write the word “Eliminate” on the whiteboard or flip chart.

Say: Some tasks may not need to be done at all. You should eliminate every activity you possibly can to free up your time. Here are some questions to ask yourself before eliminating a task:

- Is this task really needed?
- How will it help me?
- Will the task be useful when I need to do it again?
- Is the task new or unique?

- Is it needed for a special project or for keeping important records (e.g., class projects, school records, tax documents and forms)?
- What are the consequences if the task isn't done?

Share this quote from Brian Tracy, CEO of Brian Tracy International, a training and development company: "Efficiency is doing things the right way. Effectiveness is doing the right things. Your ability to plan and organize your work, in advance, so you are always working on your highest value tasks determines your success as much as any other factor."

30 min.

LIGHTEN YOUR BACKPACK

Materials Needed

- Paired Comparison Analysis chart (download at http://omniskills.com/downloads/cpsdox/pairedcomparison_worksheet.pdf)
- Appendix C, Lighten Your Backpack worksheet

Say: An easy way for remembering how to set priorities is to think of the Paired Comparison Analysis method. This activity will help you practice that method. Based on the scenario below, use the Paired Comparison Analysis chart to set priority scores for all the different tasks on the Lighten Your Backpack worksheet (Appendix C). Then place a score number next to each of the eight tasks on the worksheet.

Instructions

- Read this scenario: *You have been a member of your Venturing crew for almost a year. You are the activity chair for a camping trip scheduled four weeks from now. This is a popular crew adventure that is held at a state park 40 miles away, and reservations are on a first-come, first-serve basis, so plans must be finalized well in advance. Meanwhile, you still have all your usual responsibilities each day—schoolwork, errands, household chores, etc.*
- Break into teams of two or three and ask participants to assign priorities to the items on the Lighten Your Backpack worksheet.
- Explain that they will have 15 minutes to scan through every item

on the list and assign priorities to each. They should be prepared to discuss their rationale with the rest of the group.

- Have participants evaluate whether there are other tasks related to the items listed. If so, have them identify and include those tasks.
- After 15 minutes have the group discuss the following.
 - Describe any items you can delegate.
 - Are there any items that need to be eliminated?
 - Identify any tasks not listed that need to be considered.
- **Say:** Here are some ideas to take away from this exercise that will help you stay organized.
 - Take the time to be clear about your goals and objectives. This will help in setting priorities that move you toward something of real value to you.
 - Remember that what counts is not the amount of time that you put in overall; rather, it's the amount of time that you spend working on high-priority tasks.
 - Understand that the most important factor in setting priorities is your ability to make wise choices. You are always free to choose which activities you will engage in.



15 min.

USING PLANNING TOOLS

Write on a whiteboard or flip chart: “Strategy 4: Plan for Productivity.”

Say: Keeping a reliable, easy-to-use record of upcoming events, meetings, and appointments is crucial for time management. There are many types of planning tools available, so find one that you enjoy using.

Ask: Raise your hand if you use planning tools. *Have Venturers discuss how they use a specific planning tool (see Appendix D for suggestions).*

As an option, you may provide examples of planning tools and/or invite participants to show examples of ones that they use.

TO DO ... OR NOT TO DO

Say: Probably the most common planning tool is a “to do” list for noting the tasks that we want to complete and when we plan to do them. Items on this list may come from a variety of sources, such as teachers, coaches, family members, your crew chief, or from your own goals and activities. Most planning tools incorporate the basic “to do” list.

Many of us feel a great sense of accomplishment when we can cross an item off our list. Some helpful points when using a “to do” list are:

- Check your list every day, usually at the beginning of the day.
- Cross off items immediately upon completion.
- At the end of the day, remember to transfer incomplete items to the list for the next day.
- Assign priority rankings to items. You can make your “to do” lists more powerful if you assign a priority to each of the tasks, as we discussed earlier. Remember the Paired Comparison Analysis method?
- Combine related tasks whenever feasible.



15 min.

BEATING PROCRASTINATION

Write on a whiteboard or flip chart: “Strategy 5: Don’t Delay Another Day.” Ask how many participants find themselves postponing tasks that might be overwhelming or unpleasant. Why do they think they put off making those decisions?

Say: Think of a time when you put off doing something that needed to be done. Sometimes procrastinators just don’t want to deal with the reality of a situation or the work it might create for them. Whatever the reason for it, procrastination hinders a person’s ability to manage time.

Procrastination has other costs, too:

- **It's bad for your health.** Procrastinators have more colds, flu, gastrointestinal problems, and insomnia.
- **It hurts the team.** Procrastinators shift responsibilities to others who then may feel resentful.

Share these three steps to help stop procrastinating:

- Break down big tasks into smaller segments.
- Complete a preparatory task to help you get started, such as organizing your notes.
- Reward yourself for completing smaller tasks.

Break into teams of two or three and have Venturers discuss ways they can avoid procrastinating. Then they can share their ideas with the rest of the group. These may include:

- Do the least enjoyable thing first. Study for your hardest class or do a chore you dislike and get it out of the way.
- Think small. Set small goals. Need to clean your room? Focus on one bookshelf or one corner at a time. Reward yourself as you finish each goal.
- Set a timer, and work on a chore or task for just 10 or 15 minutes at a time.
- Say, "I choose to" instead of "I have to." We often rebel when we feel we "should" do something.
- Jump in. Stop waiting for the right moment or talking about what you're going to do. Just do it!
- Poke holes in the project by doing easy, quick tasks first.
- Remove distractions.
- Remember to praise yourself when you have made progress.
- Aim for the exceptional but allow yourself to be pleased with "good enough."
- Celebrate small accomplishments. Reward yourself for small steps as you work toward the final product.



10 min.

SCHEDULING YOUR TIME

Write on a whiteboard or flip chart: “Strategy 6: Always Plan Ahead.”

Read this quote: “There is always enough time for the important things. The busiest people are able to find time for what they want to do, not because they have any more time than others but because they think in terms of ‘making’ time by careful scheduling.”—Alan Lakein, time management expert

Say: This quote neatly sums up something called the Pareto Principle, or the 80/20 rule.

If you have Internet access, go to http://en.wikipedia.org/wiki/Pareto_principle/. Have the Venturers research the principle and explain it.

Say: This rule tells us that, typically, 80 percent of our effort generates only 20 percent of the result. The remaining 80 percent of the result is achieved with only 20 percent of our effort. While the ratio is not always 80/20, this pattern recurs so frequently as to be the norm in many areas.

The time management tips and skills you learn in this training can help you focus as much of your time and energy as possible on high-reward tasks. This allows you to achieve the greatest possible benefit even when the time available overall is limited.



5 min.

COURSE SUMMARY

Say: Practicing good time-management skills results in higher levels of productivity, more energy, less stress, the ability to get things done, positive relationships, and increased self-esteem. In this course, you have learned:

1. How to determine what is important and urgent
2. Ways to gain control of how you spend your time
3. Tools for improving time management
4. The importance of scheduling
5. The need to complete work in a timely manner
6. How to control “time robbers”

Say: Time management skills can help you reach your goals. For example, suppose you want to raise your grade in math. You might schedule a set time each day for studying or tutoring, rather than just saying, “I’ll study harder.”



5 min.

CLOSING

Say: Think of a goal that you have had difficulty reaching. Create three objectives for your goal that include managing your time to achieve it. Each objective should be specific, measurable, and realistic, and have a completion date. Frequently ask yourself, “What is the best use of my time right now?” Routinely check to see if you are keeping the commitments you made to yourself and to others, and assess your progress to be sure you are meeting the goals you defined within the timeframe you established.

Close with these two points:

- Time management is really just a fancy term for balancing more than one responsibility at once. Like any other skill, it takes practice.
- The most difficult part of time management is holding yourself accountable for practicing the skills you have learned.

APPENDIX

| | | |
|-------------------|---|----|
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Appendix A

Worksheet: How Do I Use My Time?

Part I. Evaluate the last 24 hours and calculate how many minutes you spent on each of the following activities. You may add other activities as needed.

| | |
|------------------------------|--|
| _____ minutes sleeping | _____ minutes communicating with friends (chat, text, Facebook, phone, in person, etc.) |
| _____ minutes with my family | |
| _____ minutes watching TV | _____ minutes on Venturing activities |
| _____ minutes reading | _____ minutes playing or practicing sports |
| _____ minutes eating | |

Part II. Now let’s examine how you spend your time on schoolwork. Read each statement below. If your response to a statement is *always*, give yourself a 3. If your answer is *sometimes*, give yourself a 2. If your answer is *rarely*, give yourself a 1.

1. I have a dedicated time for studying each day. _____
2. I keep track of my assignments and regularly check for progress. _____
3. I prepare any materials I may need before I begin to study. _____
4. I avoid distractions when studying. _____
5. I undertake assignments in large segments to avoid last-minute work. _____

Part III. Reflect on how you answered the questions above and fill out this chart by listing tasks and assignments that fit each of the three categories.

| |
|---|
| Tasks that I need to do sometimes, but not every day |
| Tasks that I need to do on a daily basis |
| Important tasks that require a significant amount of time |

Notes

Appendix B

Using a Log to Determine How You Spend Your Time

Create and maintain a daily log of how you spend your time. You may be surprised at how much time you spend on various tasks or how much time is spent with phone calls and interruptions. The time log can provide you with a starting point to determine focus areas for improvement.

How long you maintain the log will depend on the nature of your work. For most people, keeping the log daily for one week will suffice; for others, it may require a month or two. Divide your day into segments of 15–30 minutes (perhaps even shorter segments, if appropriate for your schedule).

Record exactly how you spend your time—be specific. Log your time as you go, not at the end of the day. You may not need to stop and record every 15 minutes. Just do it each time your attention shifts from one task to another.

Try not to change your habits during this time, even if you see obvious areas where you could gain better control. Use the same approach you would take to starting a food journal if you were on a diet. The object is to get a realistic picture of your typical schedule.

After completing the time log, assess your tasks and separate them into categories according to the nature of each. For example, you may use categories such as homework, meetings, social media, phone calls and texts, school, planning, exercising, sleeping, working, extracurricular activities, sports, etc. Calculate the percentage of time spent on each category. This will provide you with a better picture of how you spend your time.

Look for patterns in your assessment:

- Do you spend too much time on routine tasks?
- Could you devise ways to simplify or streamline time-consuming jobs?
- What times during the day are busiest for you?
- Where could you reorganize your schedule to work more consistently?
- When are you most and least productive?
- Are there any jobs that you should delegate to others?
- Do you work on tasks that don't even need to be done?
- What are the consequences if you don't do a particular task?
- How could you effectively use your "down time"?
- How often are you able to just sit and think?

Appendix C

Worksheet: Lighten Your Backpack

You have been a member of your Venturing crew for almost a year. You are the activity chair for a camping trip scheduled four weeks from now. This is a popular crew adventure that is held at a state park 40 miles away, and reservations are on a first-come, first-serve basis, so plans must be finalized well in advance. Meanwhile, you still have all your usual responsibilities each day—schoolwork, errands, household chores, etc.

Scan through the items on this list and, using the Paired Comparison Analysis method, assign a priority score number to each one.

- ☐ _____ Crew officer meeting, 1st Tuesday
- ☐ _____ Crew meetings, 2nd and 3rd Tuesdays
- ☐ _____ Meal planning for crew campout
- ☐ _____ Reserve horses and mountain bikes at state park
- ☐ _____ History paper due this Friday
- ☐ _____ Outline for English paper due a week from Monday
- ☐ _____ Schedule a haircut
- ☐ _____ Mow the lawn

Appendix D

Day Planner

One of the most traditional planning tools is the diary, or planner. There are several types of planners to choose from, so find one that suits your purpose. You may want to see one day at a time or the entire week at a glance. You may opt for a standard diary to simply record events and appointments or a personal organizer with a diary, address book, task list, and notebook. You may prefer to use an electronic planner that stores details in digital form.

Remember: Whichever form you use, you must use it consistently.

Here are a few tips for making your planning tool work for you:

- Take time to record appointments and events in your planner as they are made. Don't jot them down on another piece of paper to transfer to your planner at a later time.
- Include preparatory time in your planner if the activity will require travel or other types of advance work. Likewise, include follow-up time after the activity.
- Use color to denote different types of tasks or important tasks.
- Allow unscheduled time for unexpected situations that may arise.
- Determine which planner format suits you best (e.g., weekly or daily calendar with one or two pages per day; size; type of fastener, etc.).
- Always carry your planner with you. If this isn't possible, carry at least the calendar page and task list for that day.
- Keep your goals, projects, and other important lists in your planner.
- Regularly sync your electronic planner or refill your paper planner.
- Only schedule about 70 percent of your day. Remember to make an appointment with yourself—to exercise, take a break, or just sit and think.



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