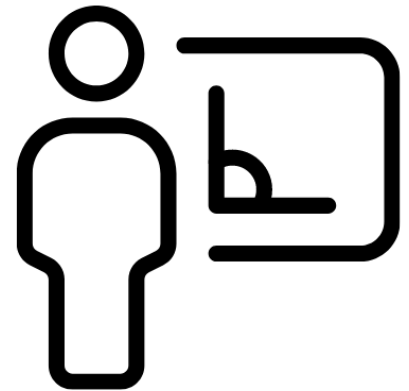


# Instructors Guide



On the following pages is a sample module from our Instructor Guide. It provides the instructor with a copy of the material and a Lesson Plans box.

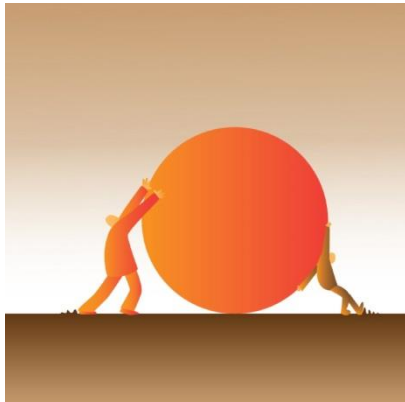
The key benefit for the trainer is the Lesson Plan box. It provides a standardized set of tools to assist the instructor for each lesson. The Lesson Plan box gives an estimated time to complete the lesson, any materials that are needed for the lesson, recommended activities, and additional points to assist in delivering the lessons such as Stories to Share and Delivery Tips.



*Procrastination is the art of keeping up with yesterday.*

***Don Marquis***

## Module Two: Overcoming Procrastination (I)



We all procrastinate from time to time. Procrastination occurs when we avoid tasks that we find unpleasant. Even if we perform other work-related tasks instead of the ones we dislike, we are guilty of procrastination. Unfortunately, procrastination will hinder our long-term success. With the proper skills, you can overcome procrastination.

### Eat That Frog!



Mark Twain has a saying that applies to procrastination:

*If the first thing you do each morning is to eat a live frog, you can go through the day with the satisfaction of knowing that that is probably the worst thing that is going to happen to you all day long!*

Brian Tracy named his course on time management “Eat that Frog” because of this saying. The frog is anything that you do not want to do. You should complete your dreaded tasks first. Getting them out of the way will provide you with a sense of accomplishment and keep you from procrastinating. Always begin with the task that is the hardest and most significant, and you will be less tempted to procrastinate on other activities.

Estimated Time	10 minutes
Topic Objective	Introduce the concept of eating the frog.
Topic Summary	Eat That Frog

	Consider frogs that should be eaten.
<b>Materials Required</b>	<b>Flipchart/board and marker</b>
<b>Planning Checklist</b>	None
<b>Recommended Activity</b>	Ask volunteers to share their frogs. List these on the flipchart/board. Discuss why these tasks are frogs.
<b>Stories to Share</b>	Share any personal or relevant stories.
<b>Delivery Tips</b>	Encourage everyone to participate.
<b>Review Questions</b>	Where does the saying eat the frog come from?

## Just Do It



When you dislike a particular task, it is easy to procrastinate. Whether you spend time checking email or looking at Instagram, you are procrastinating. You need to do more than identify when you procrastinate. You need to discover why.

- Discover your obstacles: What do you choose over your tasks?
- Discover ways to remove obstacles: Ask for support, and take action. For example, you could turn off the Internet and your phone.
- Reward yourself: Make the task fun, and use small rewards as incentive.

Once you have identified your frogs and obstacles, the only answer is to take action. Make the tasks that you want to avoid part of your daily routine. Schedule the tasks into your calendar. Once they become habit, you will find them easier to accomplish. Once you have scheduled the time to accomplish your tasks, you must follow through. Resist the temptation to procrastinate with your favorite time waster. Just do it.

<b>Estimated Time</b>	<b>10 minutes</b>
<b>Topic Objective</b>	Introduce ways to stop procrastination.
<b>Topic Summary</b>	<b>Just Do It</b> Discuss how to remove obstacles and end procrastination.

<b>Materials Required</b>	<a href="#">Worksheet 1-Just Do It</a>
<b>Planning Checklist</b>	None
<b>Recommended Activity</b>	Complete the worksheet individually. Share your answers with the rest of the class.
<b>Stories to Share</b>	Share any personal relevant stories.
<b>Delivery Tips</b>	Encourage everyone to participate.
<b>Review Questions</b>	What action can you take to stop procrastinating?

## The 15 Minute Rule



Lack of time is a common excuse for not completing a task. We often overestimate the time that it takes to complete tasks, but the 15-minute rule allows you to accurately time your tasks. When you follow the 15-minute rule, you set a timer for 15 minutes and work on a task. You should stop working on the task when the time is up. You will be surprised by how many tasks you complete within the 15 minutes. When you are not able to complete a task within 15 minutes, schedule 15

minutes the next day for the same task. This allows you to make consistent progress. You will also be able to better estimate how long a similar task will take.

<b>Estimated Time</b>	<b>5 minutes</b>
<b>Topic Objective</b>	Introduce the 15-minute rule.
<b>Topic Summary</b>	<b>15 Minute Rule</b> Discuss the 15-minute rule.
<b>Materials Required</b>	<b>Flipchart/board and marker</b>
<b>Planning Checklist</b>	None
<b>Recommended Activity</b>	Ask the class to share tasks that they avoid because they fear there is not enough time. List these tasks on the flipchart/board. Discuss your experiences with these tasks.
<b>Stories to Share</b>	Share any personal, relevant stories.
<b>Delivery Tips</b>	Encourage everyone to participate.

<b>Review Questions</b>	What is the 15-minute rule?
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## Chop It Up



The size of a project can also contribute to procrastination. It is easy to become overwhelmed by a large project. The key to overcoming procrastination is to chop up the large project into smaller tasks. Rather than looking at the entire project, focus on the single task. This will prevent you from becoming overwhelmed by the enormity of the work you must complete. For example, you could break a large report into different tasks such as brainstorming, outlining, writing, etc. This technique will create a sense of achievement with each step and improve motivation, allowing you to stay focused as you reach the end of the entire project.

<b>Estimated Time</b>	<b>5 minutes</b>
<b>Topic Objective</b>	Introduce chopping up tasks.
<b>Topic Summary</b>	<b>Chop It Up</b> Practice chopping up tasks.
<b>Materials Required</b>	<a href="#">Worksheet 2-Chop It Up</a>
<b>Planning Checklist</b>	None
<b>Recommended Activity</b>	Complete the worksheet individually. Share your answers with the rest of the class.
<b>Stories to Share</b>	Share any personal, relevant stories.
<b>Delivery Tips</b>	Encourage everyone to participate.
<b>Review Questions</b>	Why chop up projects?

## Practical Illustration



Carl's manager assigned him the task of running a self-audit on the department. Carl was overwhelmed by the task. Every time he requested information from someone, he would spend 20 minutes chatting. He constantly checked email and immediately replied to all messages. Carl knew that he was falling behind, but it did little to motivate him. After an interesting exchange with his manager, Carl realized that he needed to take action. He broke the audit down into smaller segments, and avoided chatting with people. He even

established set times to check email. After a few days, Carl began to see progress. This motivated him to continue the work. Despite the setback, Carl managed to finish on time.

<b>Estimated Time</b>	<b>5 minutes</b>
<b>Topic Objective</b>	Outline the Overcoming Procrastination I Practical Illustration.
<b>Topic Summary</b>	<b>Practical Illustration</b> Discuss the importance of understanding what causes procrastination.
<b>Materials Required</b>	None
<b>Planning Checklist</b>	None
<b>Recommended Activity</b>	Discuss the outcome of the Practical Illustration. What were Carl's obstacles?
<b>Stories to Share</b>	Share any personal, relevant stories.
<b>Delivery Tips</b>	Encourage everyone to participate.
<b>Review Questions</b>	What made Carl attempt to stop procrastination?

## Module Two: Review Questions

1.) What is the Frog?

- a) Boring task
- b) Dreaded task
- c) Important task
- d) Unimportant task

The frog is the dreaded task. The dreaded task should be tackled first.

2.) The frog you begin with should be the hardest and \_\_\_\_.

- a) Most complicated
- b) Least complicated
- c) Most boring
- d) Most significant

The frogs you begin with should be the hardest and most significant. These tasks lend themselves to procrastination.

3.) What is the action that you take when procrastinating?

- a) Obstacle
- b) Frog
- c) Reward
- d) Incentive

Obstacles are choices that we make to avoid tasks. Identifying obstacles will help you avoid falling into their trap.

4.) What will rewards provide?

- a) Obstacles
- b) Identification of needs
- c) Incentive
- d) Action

Rewards provide incentive. Rewarding yourself will help you overcome procrastination.

5.) What should you do if you have not completed the task within 15 minutes?

- a) Cease the task
- b) Continue working
- c) Start over the next day
- d) Time how much longer the task takes

Once the 15 minutes are up, you stop working on the task. The task may be continued the next day.

6.) What is a common excuse for not completing a task?

- a) Disinterest
- b) Not in job description
- c) Lack of time
- d) Too complicated

Lack of time is a common excuse for not completing a task. The 15-minute rule addresses this excuse and improves progress.

7.) What can happen when you are assigned large projects?

- a) Feel motivated
- b) Feel overwhelmed
- c) Avoid procrastination
- d) Planning is easy

Large projects can be overwhelming. Being overwhelmed can lead to procrastination.

8.) What does completing small parts of a project create?

- a) Feeling overwhelmed
- b) Motivation
- c) Interest
- d) Sense of achievement

Project that are broken down are easier to complete. As each stage is completed, a sense of achievement is created.



9.) Procrastination occurs when we avoid tasks that we find \_\_\_\_\_.

- a) Work-related
- b) Unpleasant
- c) Too easy
- d) Repetitive

Procrastination occurs when we avoid tasks that we find unpleasant.

10.) How can you overcome obstacles?

- a) Ask for help
- b) Take action
- c) A and B
- d) Neither A nor B

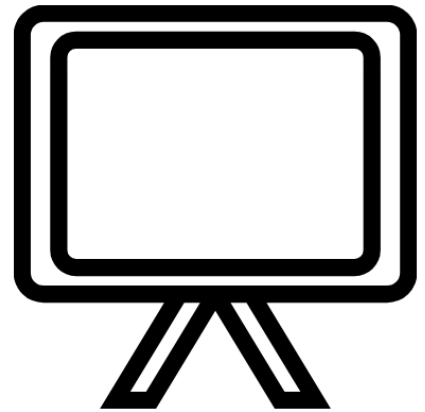
Discover ways to remove obstacles: Ask for support, and take action.

# PowerPoint Slides



Below you will find the PowerPoint sample. The slides are based on and created from the Instructor Guide.

PowerPoint slides are a great tool to use during the facilitation of the material; they help to focus on the important points of information presented during the training.



## Module Two: Overcoming Procrastination (I)

We all procrastinate from time to time. Procrastination occurs when we avoid tasks that we find unpleasant. Even if we perform other work-related tasks instead of the ones we dislike, we are guilty of procrastination.

*Procrastination is the art of keeping up with yesterday.*

*Don Marquis*

## Eat That Frog!

- Dreaded tasks first
- Sense of accomplishment
- Less tempted to procrastinate



## Just Do It

- Discover your obstacles
- Remove them
- Reward yourself



## The 15 Minute Rule

- Set a timer
- Work a task
- Estimate better



## Chop It Up

- Chop up larger projects
- Focus on single task
- Sense of achievement
- Improves motivation



## Practical Illustration

Carl's manager assigned him the task of running a self-audit on the department.



## Module Two: Review Questions

1. What is the Frog?
  - a) Boring task
  - b) Dreaded task
  - c) Important task
  - d) Unimportant task
  
2. The frog you begin with should be the hardest and \_\_\_\_\_.
  - a) Most complicated
  - b) Least complicated
  - c) Most boring
  - d) Most significant

## Module Two: Review Questions

1. What is the Frog?
  - a) Boring task
  - b) Dreaded task**
  - c) Important task
  - d) Unimportant task

**The frog is the dreaded task. The dreaded task should be tackled first.**
  
2. The frog you begin with should be the hardest and \_\_\_\_\_.
  - a) Most complicated
  - b) Least complicated
  - c) Most boring
  - d) Most significant**

**The frogs you begin with should be the hardest and most significant. These tasks lend themselves to procrastination.**

# Quick Reference Sheets



Below is an example of our Quick Reference Sheets. They are used to provide the participants with a quick way to reference the material after the course has been completed. They can be customized by the trainer to provide the material deemed the most important. They are a way the participants can look back and reference the material at a later date. They are also very useful as a take-away from the workshop when branded. When a participant leaves with a Quick Reference Sheet it provides a great way to promote future business.



# Goal Setting and Getting Things Done

## Quick Reference Sheet



### Remove Distractions

**Office clutter:** Clean up your space at the end of each day, both at home and in the office. This will help to keep you focused.



**Email notification:** Establish specific times to check email. Automatic notifications are distracting and cut into the time you spend on each project.



**Telephone calls:** Do not take calls. Choose a time to return calls and texts.



**Environment:** Remove distractions such as books, magazines, etc., from your workstation.



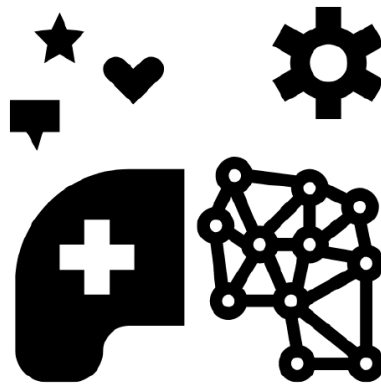
### Use Gamification

**Identify tasks:** List the tasks/chores that you need to accomplish.

**Assign points:** Assign a number of points to each task. Tasks that you typically avoid should be given more points to provide greater incentive.

**Assign rewards:** Determine how many points are necessary to earn each reward. Higher point counts should be given to rewards that are more valuable. For example, an outing to a coffee shop could be 20 points, while purchasing a game, book, etc., could be 120 points. The rewards will depend on what motivates you.

**Keep score:** Find a method to keep track of your points that works for you. You could use a spreadsheet or list them in an app on your phone.

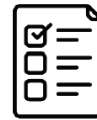




## Chunk, Block, Tackle

When creating a “to do” list, you should keep chunk, block, and tackle in mind:

- **Chunk:** Break projects into tasks that will 15 minutes or less.
- **Block:** Block out time to complete each chunk.
- **Tackle:** Tackle each specific task individually rather than looking at the entire project.



Implementing chunk, block, tackle, will motivate you to complete the project because you will feel a sense of accomplishment as you complete each chunk. When creating your to do list, include the project chunks that you have created rather than listing the project as a whole. You should also include the time estimate for each task.

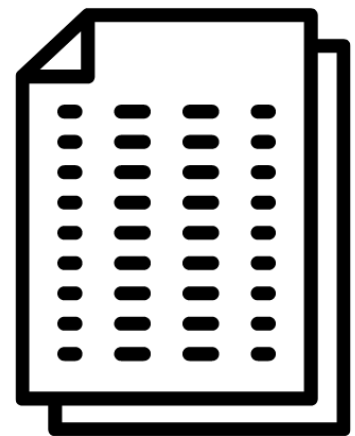
# Handouts



Each course is provided with a wide range of worksheets.

Worksheets help check your participants' understanding. If a lesson calls for a worksheet, it will be listed in the Lesson Plan box under Materials Required. All worksheets are customizable and can be found in the Appendix of the Instructor Guide and the Training Manual.

As a trainer, icebreakers give your participants the opportunity to get to know each other better or simply begin the training session on a positive note. Icebreakers promote collaboration, increase engagement, and make your training more light-hearted and fun. Below is an example from the Icebreakers folder.



## Sample Worksheet 1

# ***Just Do It***

Consider the ways you procrastinate, and then answer the following questions.

What are your obstacles?

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What steps can you take to overcome your obstacles?

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How can you reward yourself for completing tasks?

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## Sample Worksheet 2

## Chop It Up

Think of a task that you find overwhelming. In the space below, break it into smaller, more manageable tasks.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Icebreaker: Hello, My Name Is...

### Option 1:

**Method:** Perhaps the easiest, most obvious and often overlooked icebreaker.

Ask each member of the training event to introduce themselves by saying *Hello – My Name Is...*

Then encourage the rest of the group to ask the trainee questions. To illustrate,

- Where do you live?
- What is your job?
- Where did you go to school?
- etc.

This exercise also encourages questioning and listening skills within the group.

### Discussion Questions

1. Did anyone feel uncomfortable doing this exercise? If so, why?
2. How can this exercise help us during today's training event?

**Time:** Maximum time 15 minutes

### Option 2:

1. Ask the participants at each table to answer the following questions:
  - a. Why are they here?
  - b. What is their level of experience with goal setting?
  - c. What do they hope to get from this class?
  - d. What is the most interesting thing they have ever done?
2. Have someone be designated a scribe and have them jot down the answers to question C above.
3. On a separate piece of paper, have them write down the most interesting thing done from only one table member.
4. Have the scribe hand the note with the answers to question C to you.
5. Have the scribe stand and introduce the table to the class.
6. Then have the scribe share the most interesting thing from their group.

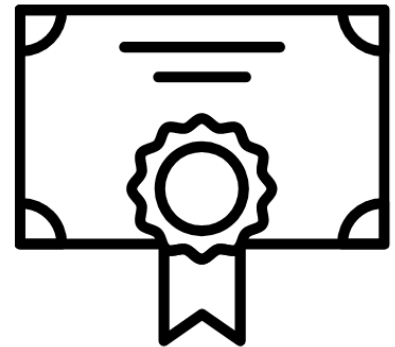
7. Have the class guess who that person is, which did the most interesting thing.
8. Go around to each table until all have given their answers to question C and shared their most interesting thing.
9. Debrief by sharing all the answers to question C with the class.

Thank participants for sharing.

# Certificate of Completion



Every course comes with a Certificate of Completion where the participants can be recognized for completing the course. It provides a record of their attendance and to be recognized for their participation in the workshop.



# CERTIFICATE OF COMPLETION

**[Name]**

*Has mastered the course*  
*Goal Setting and Getting Things Done*

Awarded this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_

Presenter Name and Title

\_\_\_\_\_