Productivity Tracker

SESKAT Training Toolbox

Description

In the Productivity Tracker activity, participants will analyse their own time management and organisational skills and identify ways in which they can improve these skills. Participants will learn about productivity trackers and how they can help them stay organised at work, detailing tasks, priorities, and deadlines. The activity finishes with a reflective analysis, encouraging them to enhance their productivity and stay organised.

Objectives

- To develop organisational and time management skills by analysing weekly tasks
- To increase productivity by setting realisticgoals and priorities
- To reflect on current organisational skills and identifyways in which they can improve

Connection with Soft Skills and Emotional Intelligence

The Productivity Tracker activity is strongly connected with both emotional intelligence and soft skills. In terms of emotional intelligence, the activity cultivates self-awareness by prompting participants to reflect on their organisation and timemanagement habits andemotional responses to challenges. Regarding soft skills, the activity hones interpersonal and intrapersonal competencies. The emphasis on adaptability encourages participants to adjust priorities and time allocations dynamically, promoting flexibility in their approach to tasks.

▶ Resources and Materials

- Download the Excel template here: https://www.teamgantt.com/task-list-template
- If the participants have computers, they should also download this template. If not, make sure you have a computer and projector so you can download and display it.
- Participants will also need something to write with.

Steps ◀

01

Tell the participants that today, they will be analysing their organisational skills. The first step is a self-assessment, so ask them to get out a piece of paper and number the paper from 1 to 10. They will be ranking a series of 10 statements in the following way:

4 - Always
3 - Usually
2 - Sometimes
1 – Never

You may want to write the ranking system on the board for all to see. Once they understand the rankings, you may read each statement aloud, allowing time for participants to rank each statement. The statements are as follows:

- *I use a planner to track my weekly tasks.*
- *I feel fully prepared when I walk into work, not worried that there's something I forgot.*
- *I have plenty of time to do my tasks every day and am not often in a rush to complete them.*
- *My classroom is clean, and I know where at least 90% of items are in it at any given time.*
- *When I have a large task, I tend to break it down into smaller sub-tasks.*
- *I meet my deadlines without much fuss because I have planned my time accordingly.*
- *I do not generally create clutter, or if I do, I clear it periodically.*

- *When I receive papers/documents at work, I file them away properly, grouped in a way that makes them easy to locate. For online files, my shared Drive has folders and sub-folders, rather than many loose documents unfiled.*
- *People who know me consider me to be an organised person.*
- *I am on time, or even early, to work.*

Give thestudents a momentto add up their points.The results will be as follows:

- 31-40 points: Highly organised
- 21 – 30 points: Generally organised but could use some improvement
- 11 – 20 points: Not very organised, likely messy and perpetually late
- 0 – 19 points: Completely lacking organisational skills, potentially to the point of chaos

Some participants can share their results if they feel inclined. Ask them if they feel that it is an accurate picture of their level of organisation and have a class discussion.

02 5 minutes: Next, display the weekly task tracker you have downloaded. If the participants have computers, they may also download the template. Take a moment to analyse the template together. (Note: if "hours budgeted" is not relevant, you can delete that column.) Demonstrate how to choose a task status with the dropdown list. If need be, demonstrate how to add lines by right-clicking on a row and pressing "insert row." Remind participants that breaking down large tasks into sub-tasks is recommended, so they may want to spread one large task across a whole week, for example.

03 25 minutes: Now, the participants can create their own weeklyproductivity trackers using the templateprovided. In the case where participants do not have computers, they can simply copy down the categories on the Excel sheet and write it manually on paper. Allow some time for this so they can concentrate.

04

10 minutes: Finally, the participants will reflect on the activity in pairs. You may want to display the questions for the classto see. They are:

1. What patterns or trends did you observe in your own organisational skills?
2. What is your most disliked task, and how can you plan it better to make it less horrible?
3. How did you choose your highest priorities? Did it make a difference in how you plan your week?
4. Have you identified any ways in which you can improve your organisational skills?

Learning Outcomes

By the end of this activity, participants will be able to:

- Effectively prioritise and plan their weekly tasks
- Apply organisational strategies throughout the week in order to meet deadlines
- Cultivate a mindset of productivity by planning tasks in advanceand setting achievable goals