



# Creating Time:

## Manage Tasks & Priorities by Making Better Decisions

### About the course

Everyone has the same 24 hours each day...or do they? In this workshop, you will learn that your decisions have the most significant effect on your time, and you will learn how to make better decisions (about who, what, where, when, why and how) – decisions that allow you to “create time.”

### Audience

This program is for anyone who wishes to create time where there is no time, by making better decisions about one’s tasks and responsibilities.

### Course objectives

- To answer six key questions about yourself, and your goals, which will provide the value base for your day-to-day decision-making about tasks and responsibilities.
- To learn the six key questions to ask about any task or responsibility (who, what, where, when, why, and how), so that you can make better decisions, creating time where there was none available to you.

### Time investment

- Before the class session: 2-4 hours
- During the class session: 8 hours
- After the class session: 2-4 hours plus each participant’s ongoing commitment to apply the learning

### Class size

We recommend a minimum of eight, and a maximum of 24 participants per facilitator. Larger groups can be accommodated by adding additional facilitators.

### Customization

All OmniSkills courses are tailored to your organization’s needs and goals, and to the specific group taking the course. For more information about customization, contact us using any of the methods below.

### Concept Description

The goal of *Creating Time* is just one small (well, maybe not so small) thing: to change the way you think about time. Or perhaps we should call this a course about relationships, because we intend to change your relationship with time.

Why another course on time? Hasn’t it all been said, already? Truthfully, no. Most books and courses on time management say essentially the same things. This course is different. This course is *not* about managing time (time will not be managed no matter how we plead with it). This course is about making decisions, and how your decisions affect your time. Why does time matter? Because time is the stuff your life is made of. The way you spend your time determines the course of your life. It is the most precious commodity you have, and the only one you can’t make more of. Or can you?

The first reaction people have to the concept of Creating Time is this: *You can’t create time. There are 24 hours in a day, and everyone has the same 24 hours.* This is true, of course, in a temporal sense. But if you accept that *your* decisions affect *your* time, then *your* 24 hours must be different than everyone else’s.

Creating Time is expressed in six concepts: *who, what, where, when, why, and how.* We will consider each of these from two perspectives – macro and micro – for a total of 12 conceptual building blocks, which are summarized below.

	Macro (big picture)	Micro (in action)
<b>Why</b>	Why do you want to create time? What will you do with the time you create?	Why does this task need to be done? What is accomplished? Is it related to your goals?
<b>What</b>	What are you doing with your life? In your work? What should you be doing, and not?	What tasks should you do, delegate, or not do? What should you be doing right now?
<b>Who</b>	Who are you? Do you fulfill the image you have of yourself?	Who should do a particular task? You, or someone else?
<b>When</b>	When is the right time to do this work? To fulfill that dream? To act on that impulse?	When is the best time of day for this kind of task? When is the best time of year?
<b>Where</b>	Where do you live? Where do you work? Are these the best choices for you now?	Where should the task be performed? Office? Home? Another place?
<b>How</b>	How do you live your life? In accordance with your values, or some other way?	How should you do this task? To what level of quality?

The course includes an in-depth examination of personal values, to form a base from which to make decisions about tasks and time. Then, each learner will analyze several of their tasks and responsibilities using the key questions. Finally, each learner will create an action plan for beginning to create time.

### Learning Design

OmniSkills uses the **Torrance Incubation Model for Teaching and Learning (TIM)** as our framework for learning design. Developed by education and creativity pioneer E. Paul Torrance, TIM’s three-phase structure – heighten anticipation, deepen exploration, and extend learning – extends learning beyond the classroom event, in both directions. Pre-class activities heighten anticipation for the class and move the base learning out of the classroom. In-class activities, in which we deepen exploration of the subject, are therefore richer and more valuable, taking full advantage of the classroom’s participatory group environment. Post-class, we extend learning into the workplace through a rich assortment of activities and media. Only OmniSkills makes this commitment to successful learning by adding these components at no additional cost. For more information, visit [www.omniskills.com/tim](http://www.omniskills.com/tim).