



<b>Your work station – help or hindrance?</b>	<b>I just did it</b>
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<b>After you. No. After you.</b>	<b>Delegation. Not abdication</b>
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### Your work station – a help or a hindrance?

The meeting approaches and you simply cannot find the papers. The mail arrives and you add to your burgeoning In tray. A telephone caller asks for some information. “Now where did I put it?” as you desperately hunt through your mess and waste both of your time. More reading material arrives and the pile is growing daily. Papers disappear in the clutter on your desk or attach themselves to material where they don’t belong or you go through the same piles of paperwork for the third time trying to find that missing item. You are swamped with the tide of information.

Your work place is winning, but wait, help is on the way.

You can turn the tide today by taking some action to help yourself.

### Try these simple tactics and sample the benefits:

- Trays – get yourself some – In, Out, Pending, one for each key person or project. For example, you may have an Operations Manager and a Corporate Services Manager – give them a tray each.
- Drawers – organise them into portfolios – and have a personal one for your lunchtime reading.
- Bookshelves – make them reachable and in an order that suits your work.
- Reference texts – your personal source of material – make sure you know what is where.
- Work area – a cluttered desk is a cluttered mind. Don’t kid yourself with the sucker excuse, “I like it like this because I know where everything is.” That may be true, but the time you waste and the stress you suffer does not justify the mess. Get the junk off your work station as best you can. (This is one of the weakest excuses I have heard for a messy, cluttered work area. Consider the alternative. I wouldn’t know where to find anything if everything was placed in a neat, organised and orderly system. For those with cluttered desks, get a grip on reality by checking out your daily stress levels. And listen to yourself as you cry your daily lament, “I’m under the pump.”)
- Reading material - have a place for the reading matter which descends on us by the truck load. And turn it over by dumping it quickly. Ask yourself, do I really need to read this? Will it really make a difference to my life? If the answer is yes, then put it in your reading tray. If the answer is no, then put it into your rubbish bin. Allocate a weekly time to check your reading tray.
- Pathways – know where you go in your office or work area and make sure that you are not covering unnecessary distance in your daily travels



trekking back and forth to get needed materials.

- Ergonomics – get the phone, computer and any other equipment set up so that where they are placed doesn't put stress on your body.
- Meeting spots – isolate the meeting territory so that others feel comfortable in your palace, e.g., establish a meeting area which is separate from your desk area.
- Snail mail – examine at routine times – perhaps before your morning break.
- E-mail – resist the temptation to check every e-mail as soon as it arrives in your In Box. Set up 10 folders for your most important contacts. Check your e-mails every hour and decide to action them now if it is so important or move to your most important contacts folder. Check these folders
- Diary – get one that works – it does not need to be electronic. Organise the next day before you leave the office. Decide what “chunks” your day comprises and allocate accordingly. Some examples are Personal Administration, Projects, Meetings, Reading.
- Work periods – forty minutes is a balanced period and then take a break and stretch or walk.
- Water – keep a bottle close by and drink plenty during the day. It is a proven brain food and health drink.
- Focus – work on one thing at a time. When working on that job, keep your desk free of all material that has no relation to that job. Re-arrange your work area so that you have storage space, benches, shelves, cabinets, cupboards, etc. at your side or at your back – out of your line of vision (distraction). Out of sight, out of mind.

Remember, it is your work station and you are there for a big chunk of your time.

And, in the words of Benjamin Franklin, “A place for everything – everything in its place “



### I just did it

"Just do it" the famous Nike slogan is a simple and commendable philosophy - for certain people and when certain conditions exist. There are many of us who never do it and many of us who wish we never had done it. Some of us are undisputed champions of the world when it comes to procrastination. Some of us fail to think through all the choices available to us and the consequences of all those choices and regret our actions later.

And slightly digressing, if fear of failure is one of the reasons for your procrastination, you may need to change your mind-set about 'failure'. Try seeing 'failure' as an event that happens along the journey of life. If you want that journey to be risk free, predictable, with no bumps along the way, if you want to tread a conservative, safe path where the routine of your life is consistent, where the emotional highs and lows feel much the same - then, don't do much. Don't take chances, don't take risks. The less things you do, the less chances you take, the less the likelihood of 'failure'.

If, on the other hand, you want that journey to be exciting, challenging, creative, innovative, full of a wide variety of experiences with highs and lows - be prepared to accept failure as the price you pay for that journey. But remember to use each failure wisely, for the opportunity that it presents, for the learning that it holds. Success and failure go hand in hand. You probably can't have one without the other. The world is full of stories about successful people who had many failures along the way. Except these people probably don't think in terms of failure, they probably just see these as bumps in their journey.

So, be smart, don't set out to create failure, but don't be frightened to fail.

**Before you jump in and just do it or to help you jump in and just do it, see if you can answer these questions.**

- ☐ What are the things that have the potential to go wrong and what is the real likelihood that they will?
- ☐ How will you react to these if they occur? How will others react?
- ☐ Are you prepared to accept those reactions? Will those reactions make the situation better or worse?
- ☐ What could you do to prevent things from going wrong?
- ☐ How will you know if things are going wrong?
- ☐ What is blocking you from taking this action? What do you fear about taking this action? Are these fears real or imaginary?



- ❑ What is the worse consequence for you if what you fear comes true? Does it really make the current situation better or worse?
- ❑ If what you fear does come true, is it something others will feel or notice or is it something that only you will feel?
- ❑ Are you clear on what to do? Do you have all the knowledge or information that you need to be successful? Do you understand the broader context affecting the situation? Have you checked out your perspective and interpretation of the situation with knowledgeable others?
- ❑ Are you clear on why you want to do this? Are you convinced that this is the right thing to do?
- ❑ Do you know what precautions you need to take?
- ❑ What unpleasant but necessary actions are you likely to avoid?

OK. Now, just do it or just drop it.

“Fear makes come true that which one is afraid of.”

Victor Frankl

“While one person hesitates because he feels inferior, the other is busy making mistakes and becoming superior.”

Henry C Link



### Workload priorities

#### Do you see what I see?

I'm still searching for the manager who reckons that he or she has spare time on their hands. The pressure in most organisations is relentless. The demands on a manager's time ever increasing and seemingly never ending. Many managers struggle to cope - the strain affecting their well-being, their family, their work relationships and their output. Workload overload is a fact of modern organisational life.

I was working with a group of managers introducing a new initiative to improve product quality. One manager (Rudi) protested that while he saw that this was an important initiative, he wanted to know how he was supposed to find the time to work on this project along with all the other projects he had on his plate. He said that he was already going home late at the end of the day exhausted, too tired to spend quality time with his family. He also said that some things were slipping simply because he did not have enough time to do everything.

I felt that there were a couple of contributing factors to his plight. The efficiency of his self-organisation was questionable and he believed that he needed to be 'hands on' or he feared losing contact and communication with his people.

Nonetheless, he did have a heavy workload. He had discussed his workload with his manager whose essential message was, "manage it" because his manager suspected that Rudi was the real problem.

Rudi's not unfamiliar lament was, "I am given one project, then another, then another. Which one has priority over the other? If I work on one, another one suffers and I get a kick in the pants from my boss."

I asked him whether he and his boss had the same view on his priorities and his workload. He said that it wasn't clear. He agreed it would help if he and his boss had the same perception about his workload and the priorities of his workload.

He agreed to do the following analysis of his workload to give him some 'data' to show his boss:

- List all the projects and non-routine key tasks that you are involved in for the next 3 to 6 months - randomly, in any order.
- Under each project / key task, list all the elements which make up each project / key task - randomly, in any order.

# Manage Time



2

- Allocate priorities to each of the projects / key tasks and to each of the elements.

# Manage Time



2

The format looks like this:

**Project / Key Task** \_\_\_\_\_ **Priority** \_\_\_\_\_

## Elements

■	_____	A2
■	_____	A1
■	_____	B1
■	_____	A3
■	_____	C1
■	_____	A4
■	_____	B3
■	_____	B4
■	_____	B2
■	_____	A5

Repeated for the remaining projects / key tasks.

Where A = most important, B = next most important and C = least important.

Now use your analysis as a basis for discussion with your boss to see if you can align expectations regarding your priorities.



### Where does that buck stop?

"Why wasn't this done?"

"I don't know. It's not my job."

"Well, whose job is it?"

"I don't know."

A **'role matrix' or 'accountability matrix'** is a very useful tool for clarifying the roles, responsibilities and accountabilities of your work group or team. It is simple to construct and makes it much easier for the individuals to see who does what.

You can do this alone and then discuss it with others or prepare it together with the others.

### This is how to construct your 'role matrix' (See next page ):

- Take a sheet of blank paper - size A3 or A4. Or use a spread-sheet.
- Down the left hand side of the page (the long side), make a list of all the key activities or functions which are performed by the team. (Not the 6-9 key result areas, but the key activities related to each key result area. You could have between 20 to 50. The more you have, the more role clarification you will achieve.)
- The activities do not need to be listed in sequence.
- Try to keep your matrix to one page (which is why A3 or a spread-sheet may be better), but if necessary go to two.
- For each activity you have listed, draw a line right across the page.
- Put the initials of each team member including yourself across the top of the page from left to right.
- Draw a column for each person from top to bottom. You now have your blank matrix or grid.
- Leave a narrow space at the bottom of the page for the following code (or develop a code that better suits you):

#### CODE

**P - Performs action**

**I - provides factual Information  
progress**

**D - makes the Decision**

**C - is Consulted for opinion**

**O - is informed of Outcomes or  
progress**

**X - not involved in any way**

- Start with the first activity and consider the first team member listed across the top.
- Allocate a code letter or letters which best describe that person's role in relation to the activity and write the letter(s) in the empty box.
- For example, if that person's role is to actually carry out that activity then



allocate a '**P**'. If that person performs the task, is consulted for their opinion and is informed of the progress, then allocate '**PCO**'.

- Repeat this process for each other team member for that activity.
- Repeat the entire process for each activity until each team member's role has been described.
- Discuss the 'role matrix' with your team and issue a copy to each person.
- Review on a yearly basis or as the roles and functions of your team change.

## Role and Accountability Matrix

[illegible]

(Or develop a code that works better for you).



### Managing Time 2

After you. No. After you.

**“You’ve got to get your priorities right.”** How many of us have heard that advice? Is it true? Most successful and effective people will tell you that it is.

How clear are you about your priorities in life? How clear are you about your priorities as a manager? How clear are others about their priorities? Is your perception of their priorities the same as their perception of their priorities? How do you know? How do you check this out?

Here’s a simple way to do this. Do this with respect to each person. If more than one person has the same job function, then you only need to do this once for all these people. (Forget the duty statement or job description, unless it is up to date, relevant and accurate and followed by the person in the job).

Make a list in random order of the key tasks for each position. Go for quantity – list the key tasks and then break them up into their elements. Consider the technical, conceptual and human aspects of their position. Prepare the table below with 10 to 15 rows.

PRIORITY T	KEY TASKS	ELEMENTS	PRIORITY E
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Etc.	B A B C Etc.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Etc.	C A A B Etc.

- Then put the key tasks and elements into this table. Now allocate a priority (PRIORITY T) to the key tasks. Use 1 for the highest priority, 2 for the next highest priority, and so on.
- Now allocate a priority (PRIORITY E) to each element of each key task using the code below :
  - A – Essential
  - B – Important
  - C – Desirable



- Ask each person to follow the same process with respect to how they see their key tasks, the elements making up each key task and their perception of the priorities.
- Compare the results with your analysis noting any differences.
- Compare the results of people doing the same job and note any differences.
- Meet with your workgroup or individually to compare any differences.
- Use the results as a basis for a constructive discussion about aligning our priorities. Request that all of us (including yourself) be prepared to change our position in the light of new information or new perspectives.
- Explore, in a non-threatening way, the reasons behind the differences. Ask why they perceive that something has a certain priority where it differs from you or somebody else doing the same job. Explain the reasoning behind your priorities.
- Check that the lists of key tasks and elements are also aligned. Explore the reasoning behind any differences.

Work towards an agreement on the key tasks, elements and priorities. During this discussion, always explain the context. When you have finished this exercise, state that you expect everybody to work toward these priorities. Review the lists every year to incorporate changing circumstances.

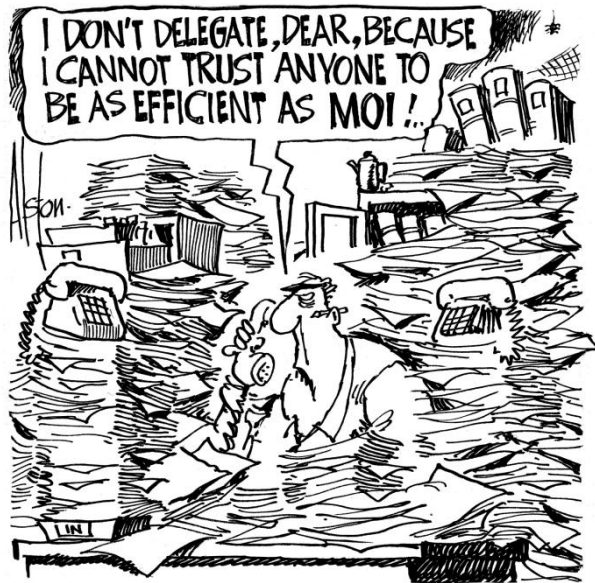
“The secret of success is constancy to purpose.”

Benjamin Disraeli, 1804-1881, English Prime Minister and novelist, Life of George Bentinck



### Managing Time 2

#### Delegation not abdication



#### **Are you constantly running out of time - failing to meet your deadlines?**

Maybe you are ineffective at managing yourself or maybe you need to transfer more responsibility and authority to some of your staff.

Delegation does not mean dumping routine, boring and unpleasant tasks on staff. It is an action designed to give people greater responsibility and to give authority and decision-making to other people in the organisation.

Beware - not all people want more responsibility and authority. However, when handled properly, most people respond well to added responsibility. You need to assess the skill and will of your people prior to delegating. Remember that ultimate accountability always rests with you.

The prerequisites for effective delegation are:

- A willingness to trust people and to accept the risks involved.
- A willingness to relinquish some power and control.
- A degree of commitment, motivation and capability on the part of people.
- A belief that part of a manager's job is to develop the competence and commitment of their people.

#### **Why delegate?**

Does the output (quality and quantity) of people lessen in your absence? Do people constantly refer problems to you? Do you have enough time to concentrate on your highest priorities? Are decisions made at the lowest level



at which they can effectively be made? Are you optimising the full potential of your people?

Do you spend too much time putting out fires, dealing with crises demanding your personal attention, and coping with the irritating details of day-to-day problems which keep you from working on the major issues?

**When delegating, follow these guidelines:**

- Assess the skill and will level of the individual concerned before you decide to delegate.
- Explain why you have chosen this person for this task or project.
- Describe the task or project.
- Describe the required outcomes and the consequences on all stakeholders.
- Discuss any essentials of the task
- Clarify required quality and safety standards.
- Discuss why the task or project is important.
- Specify the person's level of authority.
- Discuss the nature of the support and resources you will provide.
- Discuss a time frame.
- Clarify how progress is to be monitored and the end result checked.
- Ask them to summarise the points of your discussion including the key outcomes and the essential tasks.
- Indicate trust by letting them get on with the job - without interference from you.

“I never had a boss that tried to sit on me, and I think that's essential. If you expect people to develop, you have to give them the responsibility, you have to tell them what their objectives are and you have to let them do it.”

David M Rodman Chairman, U.S. Steel, Sky, June 1, 1984.



### Managing Time 2

#### Why don't they do what they're supposed to do?

If people did what they were supposed to do in the first place, then less time would be wasted.

People behave the way they do for a variety of reasons some of which appear irrational and illogical. But to the person, their behaviour probably makes perfect sense.

Ultimately, people act according to how **they** perceive things not how **you** perceive things. Why don't people do what they are supposed to do?

- They don't know why they should do it.
- They don't accept your reason for doing it.
- They don't place any value on the action.
- They don't perceive it to be important.
- They believe that doing it will make no difference.
- They don't know what to do or how to do it.
- They are angry about something and want to sabotage your efforts.
- They are under pressure from their workmates not to do it.
- They believe they will save time by not doing it.
- They believe that they will save effort by not doing it.
- They believe that they will avoid discomfort by not doing it.
- They think your way will not work.
- They think their way is better.
- They think something else is more important.
- They have nothing to gain by doing it.
- They think that they **are** doing it.
- They are rewarded for not doing it.
- They perceive that they are punished for doing what they are supposed to do.
- They anticipate a negative consequence for doing it.
- Nothing happens if they don't do it.
- Others don't do it.
- You don't do it.
- There are obstacles beyond their control.
- They don't have the confidence or competence to do it.
- They fear embarrassment or loss of face if they do it.
- They fear other people's reactions if they do it.
- They find the work boring.
- They prefer to do the things that they like to do.
- They give up when the effort required is too much for them.
- The level of detail required is beyond their awareness of the degree of



detail required.

- Their interpretation of what you have asked them to do is different from your interpretation of what you have asked them to do.
- They don't really understand what you want them to do, but to 'save face' they have not owned up to that.



### Here's how you can use this tool.

- Select somebody who consistently doesn't do what they are supposed to do.
- Pick something significant where they waste their time and the time of others.
- Arrange to meet with them privately. Tell them that you would like their help to resolve a problem that involves them and affects others.
- Describe what is happening or not happening and the consequences on others – internal and external.
- Explain that this is how you see things and that you are interested to know how they see things.
- Show them this tool and ask them if any of these factors apply to them in relation to the situation that you have described. Ask them to note the ones that could apply. You note the ones that you think might apply.
- Discuss your points of view and explore the questions: What needs to happen? Agree some things that you will both do differently from now on. Agree to meet again to discuss what has transpired.

“People’s minds are changed through observation and not through argument.”

Will Rogers, 1879-1935. American actor and humorist. *Will Rogers* (Hallmark, 1969)

“It is extremely important that I know the other person is extremely receptive to what I’m saying. If he is not, then I will become a cause of the error if something goes wrong. I’m as much to blame as him.”

Raymond Miyashiro. CEO, Trans Hawaiian. *Nation’s Business*, March 1988.

## Managing Time 2

### We’ve always done it this way

**Fortunately, one of the driving forces** of the human race is the desire to improve; to strive to do things new, different and better than we do them today. And thus slowly we evolve as a species. In most things, there will always be a better way.



The culture of an organisation - the way we do things - is dictated by established policies, systems and procedures. Who are best placed to spot the flaws in those systems and procedures? The people who apply them in the workplace and who are closest to the customer - be they external or internal.

Never take for granted that because “this is how we have always done it” it is the best way. There are many ways to get the same result - some ways are certainly more efficient and waste less time than others.

Most people, when confronted by a procedure which through experience they know to be inefficient, time-wasting, obsolete or downright stupid, will invent better ways of doing things.

**Involve your work group or team in finding those better ways. Review this checklist and answer the questions: What needs to happen? What could we do better?**

- ➔ Identify, define, document and explain the key procedures used by our team.
- ➔ Define and agree the purpose for all key procedures.
- ➔ Discuss standard procedures and their purpose.
- ➔ Identify where systems and procedures are not being followed.
- ➔ Determine the reasons they are not being followed.
- ➔ Identify the underlying causes of inefficient systems and procedures.
- ➔ Identify (without blame) things we do which seem to be a waste of time.
- ➔ Make sure staff are aware of how the outcomes of our systems and procedures benefit other parts of the organisation or our customers.
- ➔ Ask staff to suggest better ways of doing things.
- ➔ Ask the beneficiaries or customers of our procedures if they can suggest better ways of doing things.
- ➔ Discuss with staff the consequences of their suggestions on all internal and external customers.
- ➔ Discuss with your manager and peers the actions and support you require from them to improve systems and procedures.
- ➔ Discuss with staff how to implement agreed changes to systems and procedures.
- ➔ Implement agreed changes to existing procedures or new procedures and monitor the application and results of the new ways of doing things.
- ➔ Inform internal and external customers of the changes and the reasons



behind them.

- ➔ Recognise and acknowledge the efforts of staff who act to develop new, different and better ways of doing things.
- ➔ Provide on-going training and coaching to staff in following and implementing systems and procedures.
- ➔ Encourage staff informally to always look for better ways of doing things.
- ➔ Every 6 months hold a meeting to formally review the ways we do things and to identify better ways of doing things.

Remember, small improvements can make a big difference in reducing time-wasting activities.

“To improve is to change; to be perfect is to change often”.

Winston Churchill, 1874-1965. English Prime Minister, writer and soldier.

“Decay is inherent in all compounded things. Strive on with diligence.”

Buddha (Prince Siddhartha), 563?-483? B.C. Indian philosopher and founder of Buddhism.

“The great man is the man who does a thing for the first time.”

Alexander Smith, 1830-1867. Scottish poet.

## Managing Time 2

### Reducing errors and waste of time



### **When you make a mistake, that's an error.**

No, not a Confucian saying but an infamous quote from an old football coach I used to know.

Another way of looking at it is:

“When you make a mistake, that’s a dollar.”

There wouldn’t be an organisation where mistakes haven’t happened and there wouldn’t be a mistake that didn’t have some cost in time and money attached to it. To err is human, but human error is avoidable if managed better.

To the average worker, the link between the errors they make, the time they waste and the dollars they cost is not always obvious. They seem, for the most part, totally dissociated. Because of that perceived dissociation, when you are aiming to reduce errors, it is worthwhile to point out the actual associated costs in time and dollars.

Just about all improvement processes aim to reduce errors. Some are more successful at doing this than others. Some cost more to implement than the actual cost savings made.

When we set out to reduce errors, a good starting point is to analyse why the errors occur in the first place. Review these points and answer the questions:



What needs to happen? What could be done better?

### Errors which waste time occur because:

- The instructions are unclear.
- The goals or objectives are not discussed or explained.
- The processes and systems are inefficient.
- The employees lack the skill or knowledge to do the job.
- The employees lack motivation.
- The planning is inadequate.
- The materials are sub-standard.
- The equipment being used is inappropriate.
- The time constraints are unrealistic.
- There are not enough people to do the job.
- There are no quality checks in place.
- There are no training processes in place.
- Productivity demands over-ride care.
- There are internal distractions to the employee – stress, sickness, fatigue.
- There are external distractions to the employee - family problems, financial difficulty.

### Errors which waste time appear in many ways. Do any of these things happen in your organisation?

- |                                                                      |                                                                                    |
|----------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Unsatisfactory service provided. | <input checked="" type="checkbox"/> Equipment break-down.                          |
| <input checked="" type="checkbox"/> Faulty product produced.         | <input checked="" type="checkbox"/> Breach of policy, regulations and legislation. |
| <input checked="" type="checkbox"/> Incorrect product produced.      | <input checked="" type="checkbox"/> Excess stock on hand.                          |
| <input checked="" type="checkbox"/> Excess product produced.         | <input checked="" type="checkbox"/> Unavailable stock.                             |
| <input checked="" type="checkbox"/> Wrong product provided.          | <input checked="" type="checkbox"/> Incorrect stock ordered.                       |
| <input checked="" type="checkbox"/> Damage to plant or product.      | <input checked="" type="checkbox"/> Undercharging for services.                    |
| <input checked="" type="checkbox"/> Injuries to workers.             | <input checked="" type="checkbox"/> Overcharging for services.                     |
| <input checked="" type="checkbox"/> Environmental harm.              | <input checked="" type="checkbox"/> Incorrect quotations.                          |
| <input checked="" type="checkbox"/> Wasted resources.                | <input checked="" type="checkbox"/> Reworking faulty product.                      |
| <input checked="" type="checkbox"/> Wasted time.                     |                                                                                    |



- ☑ Orders filled incorrectly – too many, too few

**And of course there are the people side effects as well.**

- Frustration.
- Anger.
- Annoyance.
- Stress.
- Demotivation.
- Boredom.
- Disharmony.
- Distrust.
- Dis-engagement.

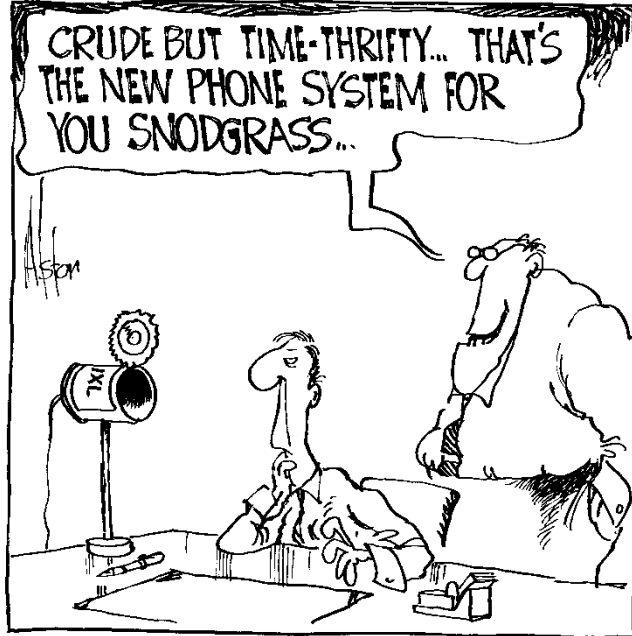
“To make a mistake is O.K.. To make the same mistake twice is unforgivable.”  
Anon.

“Intelligence is not to make no mistakes, but quickly to see how to make them good.”  
Bertolt Brecht, *The Measures Taken* (1930)

“Man must strive, and striving he must err.”  
Goethe, *Prologue in Heaven*, *Faust: Part I* (1808), tr. Philip Wayne



### The point of no return



### Technology is meant to save time, isn't it?

There are several aspects to technology that make your life a more difficult one.

- The pace of technological change is rapid and constant - take a few weeks off and you're left behind.
- It is often beyond our ability to comprehend how the technology works - what knowledge must people possess?
- To maintain understanding of new technological changes requires constant up-skilling.
- When it breaks down one can be helpless because of our great dependence on it - it is our major way we create information, our major source of information and means of communication.
- To keep abreast is extremely expensive - where are the promised time and cost savings?
- It can present a moral dilemma - replace people with automation?
- You are never going to be completely up to date. The technology that you buy can be superseded within months or even weeks.

So how do we manage this modern day marvel and use it to save time?



### Think of it as:

- a friend not an enemy
- useful not useless
- helpful not a hindrance
- a means to an end not the end itself
- the slave not the master
- controllable not controlling

**Just how you and your people can do these things may depend on how well the following are performed. What needs to happen? What could we do better?**

- Check that everybody understands the benefits of technology to their work.
- Clarify and discuss with people your and their roles in relation to technology and work.
- Identify the latest technology, in consultation with industry experts, in relation to the key functions of your area.
- Identify and discuss the technological development and training needs of staff.
- Identify and discuss common problems with using technology and the various ways that people resolve these problems.
- Identify and discuss ways in which our technology is actually wasting time and why.
- Explore ways to help us use our technology better so that we are more time efficient.
- Include technological training in the training and development plan.
- Discuss with staff the equipment (hardware and software) needed for the area.
- Discuss with management what they need to do to support any training and development initiatives you believe are important.
- Use outside sources to train staff in the use of technology, if required.
- Engage outside sources to talk to your area about the latest, relevant technological initiatives.
- Network with other managers from like industries to find out what they are doing in the technology field and how they are doing it.
- Join professional associations and attend professional conferences, particularly when there is a focus on technology in your industry.
- Circulate relevant literature about the related technology.



- Discuss with customers the benefits to them of using the latest technology.
- Encourage staff to mentor and coach other staff members in more efficient ways to use technology.
- Appoint a technology coordinator to assess needs and resolve technology problems.
- Budget for the purchase of the required equipment (hardware and software) needed for your area.