***PART 1***

***Section One: Task/set of tasks***

These are the tasks that our trainees are going to learn:

1. Using planner/calendar to track important task and dates.
2. Prioritising the tasks with urgency and importance matrix.
3. Create a to do list.
4. Review the to do list every week.
5. Identify task to delegate.
6. Scheduling work and time off.

The above-mentioned tasks are important to the role of the business students because:

* The tasks are important to finish schoolwork on time.
* To distinguish what tasks are more important than other tasks.
* To make time off for rest and recreation.
* To enhance organisation skills.

A performance gap in these tasks would lead to negative effects on Saskpolytechnic students in the following ways:

* Late submission of assignments.
* Do not have enough time spent on studying leading to lower grades in exams.
* Forgetting about important schoolwork and tests.
* Being late for classes.
* Do not have enough free time and breaks.
* They become disorganized and stressed out.

A performance gap in these tasks would negatively effect Saskpolytech in following ways:

* Lower average GPA.
* Lower graduation rate.
* Lower ranking of the school in the province.
* Lower admission ratio.

**Section Two: Need Analysis**

**PUNCTUALITY**

People are punctual 88% of the time, so we do not have to focus on this part in our training.

*Refer to appendix 1*

**ORGANIZING SKILLS**

35% of respondents identified prioritizing tasks as one of their best skills, so we will focus on this in our training program.

*Refer to appendix 1*

**DECISION MAKING SKILLS**

0% of respondent ignore the problem when making decision, so we won’t focus on decision making skills.

*Refer to appendix 2*

**SCHEDULING/PLANNING SKILLS**

46% of participant do not use calendar daily, so we are going to focus on that.

*Refer to appendix 2*

**PRIORITIZING SKILLS**

69% of respondents rate prioritizing as most important, so we will focus on this in our training program

*Refer to appendix 3*

**GOAL SETTING**

85% of respondents rate goal setting as important, so we will focus on this in our training program.

*Refer to appendix 3*

**SELF DISCIPLINE**

54% respondent stick to the plan sometime, thus there is need to train them the self discipline skill to manage their time effectively.

*Refer to appendix 4*

**ABILITY TO DELEGATE**

The percent of people which do not delegate are 54. Therefore, there is need to educate them how to delegate their tasks.

*Refer to appendix 4*

**LEARNING STYLE**

The majority of learner are visual learner, so we'll use many visual elements in our training program.

*Refer to appendix 5*

**TIME MANAGEMENT STRATEGY**

More than 50% of individuals want to manage their time by using the calendar or making a schedule. Thus, we are going to train them on how they can make an effective schedule and work on that efficiently.

*Refer to appendix 6*

Our data collection process was enough to analyze the needs for the training. However, we could conduct random sample interview to gather more information from the students.

**Section Three: Training Design**

**Rationale**

We want our students to become more focused and complete assignments in a timely manner because of the training.

The reason for having the course is to train the students about time Management skills and make them aware of the importance of prioritizing important tasks.

The students should participate as learners in this training to enhance their skills in effectively managing their time, organizing themselves, scheduling work properly and using a planner effectively.

These students have intermediate Time Management skills and will need to be trained in effectively managing their time, organizing themselves, scheduling work and using a planner effectively.

**Target Population**

The population is the students in the class aged between 18 to 40s.

We anticipate that some students are better at managing their time than others and know how to perform some time management tasks.

**Course Description**

The 25-minute training session will be held in an online zoom classroom with the evaluations conducted using online computers.

Training Methods and Required Materials/Resources:

**ORGANIZING SKILLS**

We will conduct a 5-minute online classroom zoom lecture session providing the students with practical examples.

**SCHEDULING/PLANNING SKILLS**

Explain the benefits of scheduling methods and how to use your calendar to plan schoolwork.

**GOAL SETTING (self discipline)**

Use a case study scenario to explain the pros and cons and different methods on how to set goals.

**ABILITY TO DELEGATE**

Use a demonstration to explain the pros and cons of delegating tasks as well as examples of tasks you can delegate and who to give it to.

**TIME MANAGEMENT STRATEGY**

Provide the students with an Informational Handout that includes video links to Time Management tips and content to accommodate the participants in the class who are mostly visual learners.

**Course Objectives**

After being provided with the appropriate knowledge and skills, the students will be able to answer the Time management Strategy activity questions with 80% accuracy.

Given a calendar and time management strategies, participants will be able to plan specific times each day of the week to work on all their assignments in their calendar without forgetting to do any assignments.

**Evaluation strategy**

Towards the end of the training, we will set up an 80% pass mark for a questions response online activity.

In the activity questions each learner is given scenarios where they are given 5 simulated assignments and must schedule sufficient time in their calendar for all of them.

We will also give the students real time feedback on whether of not they scheduled enough time to get a passing grade on each of the assignments.

**References and Appendix**

Appendix1

Graphical user interface, application

Description automatically generated

Appendix 2

Graphical user interface, application, table, Excel

Description automatically generated

Appendix 3

Graphical user interface, application

Description automatically generated

Appendix 4

Graphical user interface

Description automatically generated

Appendix 5

Graphical user interface, chart, application, Excel

Description automatically generated

Appendix 6

Graphical user interface, text, application

Description automatically generated

**Textbook Reference**

Managing Performance through Training and Development(8e)