

# Time Management



**Presented by:**  
**Human Resources Department**  
**Employee Development Division**  
**Training & Development Unit**

## **TABLE OF CONTENTS**

LEARNING OBJECTIVES.....	3
DEFINITION .....	4
ADVANTAGES OF TIME MANAGEMENT .....	4
BUILDING BLOCKS TO SUCCESSFUL SELF-MANAGEMENT .....	4
UNDERSTANDING PERSPECTIVE .....	5
WHAT DO YOU CONTROL?.....	5
PERSPECTIVE ON CONTROL .....	6
TAKE A TIME INVENTORY BY KEEPING A TIME LOG.....	7
UNDERSTANDING PURPOSE.....	8
DEFINE YOUR VALUES .....	8
VALUES INVENTORY .....	9
GOALS DERIVED FROM VALUES.....	10
DEFINE YOUR SHORT TERM AND LONG TERM GOALS .....	11
SETTING SMART GOALS .....	11
ONE MONTH OBJECTIVES WORKSHEET .....	12
UNDERSTANDING PLANNING .....	13
ADVANTAGES OF PLANNING.....	13
PLANNING TOOLS .....	13
PRIORITIZATION BASED ON THE ABC METHOD.....	15
UNDERSTANDING PRODUCTIVITY .....	16
SEVEN TIME WASTERS AND PROPOSED SOLUTIONS .....	16
TECHNIQUES FOR ENDING PROCRASTINATION.....	18
DELEGATION .....	19
WORK LIFE BALANCE .....	20
PUT IT ALL INTO PLACE .....	21
RESOURCES .....	22

### LEARNING OBJECTIVES

At the end of this course you should gain some awareness of steps and techniques that you can use to improve your own time management according to your definition.

How does this course work? The workshop is designed for you to gain skills through a series of exercises. This workshop has several exercises to help you discover your own style toward better self-management and, therefore, time management. You can customize this workshop by choosing the exercises that are most relevant to you. When you've completed the workshop, you'll have an opportunity to test your knowledge by taking a 20 question assessment.

You'll learn how to manage your time by:

- Identifying and using steps for effective time management to accomplish professional and personal goals.
- Recognizing that to be an effective time manager you must plan and schedule time according to your priorities and values.
- Understanding your perspective on control by identifying the uses of time that you can and cannot control.
- Identifying time wasters and ways to eliminating them that can make you more productive.
- Trying out some delegation techniques by selecting the right person to do the job and taking steps to get the job done.
- Understanding the concept of work life balance; recognizing that there are six areas in our lives and that to achieve balance we need to dedicate time to all of them in a proportionate way.
- Understanding the four building blocks of self-management leading to better time management: perspective, purpose, planning, and productivity.

### DEFINITION

So, WHAT IS TIME MANAGEMENT? Let's define it.

About.com defines time management as the development of processes and tools that increase efficiency and productivity.

One definition of time management is the various means by which people effectively use their time and other closely related resources in order to make the most out of it.

You would probably define time management as using one of your most precious resources in ways that are more rewarding to you.

### ADVANTAGES OF TIME MANAGEMENT

Why do I need to manage my time? You need to manage your time because time can just slip through your fingers if you don't manage it and that's a waste.

By taking this course, you're looking to improve your self-management and learn techniques of time management. Once you've put those skills into place, you can realize some advantages of time management that include:

- reducing task avoidance
- reducing stress
- reducing anxiety
- feeling less rushed
- feeling less pressured
- feeling more in control
- feeling better about yourself
- increasing motivation
- gaining time
- increasing self confidence
- feeling satisfied that you're doing what really matters

### BUILDING BLOCKS TO SUCCESSFUL SELF-MANAGEMENT

There are many time management systems, techniques, and tools. Before you put one of those systems into action, let's focus on a process of self-management. We call

## TIME MANAGEMENT

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these the building blocks of self-management. By understanding yourself, you'll gain control and be ready to put in place good time management techniques.

- I. The first building block of self-management is **"Understanding Perspective."**  
Perspective is the attitude about the amount of control you have over your life. You'll gain a better understanding of your perspective by identifying the things that you can and cannot control.
- II. The second building block of self-management is **"Understanding Purpose."**  
There are two types of people: Those without a sense of purpose- we'll call them LBWA's (Living by Wandering Around) and those whose values give focus to their lives. These we call LWV's (Living with Values). You'll better understand your purpose by better defining your values.
- III. Third building block of self-management is **"Understanding Planning."**  
Four questions should be asked daily:
  1. What are my objectives for the day?
  2. What activities are required to accomplish them?
  3. What are my priorities?
  4. How much time is required to do each task?
- IV. The final building block of self-management is **"Understanding Productivity."**
  - A. Time Wasters
  - B. Ending Procrastination
  - C. Delegation

Once you understand Perspective, Purpose, Planning, and Productivity then you're ready to truly take charge of your time and how you manage it. Let's explore the first building block, **understanding perspective.**

## UNDERSTANDING PERSPECTIVE

The FIRST building block of self-management is **"Understanding Perspective."**

Perspective is our attitude and the amount of control we have over our lives. Most people find there are several things they cannot control, and many of those things have to do with other people. We cannot control other people in most cases. This leads us to the conclusion that the most fertile ground for greater control lies within ourselves.

### WHAT DO YOU CONTROL?

Take one minute and quickly write down a list of activities or events that you do control - any kind of event, work or home. When you have finished that list, take one more minute to list activities or events you cannot control. These lists give you a better sense of where you can exert control.

## TIME MANAGEMENT

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To get a better perspective on control, take this quiz to find how you're allocating your time and talents right now.

### PERSPECTIVE ON CONTROL

Answer **yes** or **no** to each of the following statements. If it's a statement that doesn't precisely apply to you, just answer how you'd act as a general rule.

1. ( ) yes ( ) no I spend most of my day doing what other people want me to do.
2. ( ) yes ( ) no I work on fun or pleasant tasks before doing the unpleasant ones.
3. ( ) yes ( ) no I wait until a deadline is near before getting to work on a project.
4. ( ) yes ( ) no I give a high priority to tasks that will advance my personal goals.
5. ( ) yes ( ) no I tackle jobs that can be completed quickly before working on larger, long-term tasks.
6. ( ) yes ( ) no I do the work which I've planned before doing the unexpected.
7. ( ) yes ( ) no I tackle the small jobs before embarking on the bigger ones.
8. ( ) yes ( ) no I work on the squeaky-wheel principle—the task that “makes the most noise” gets worked on first.
9. ( ) yes ( ) no I wait to be told what to do first.
10. ( ) yes ( ) no I regularly think about how I am expending my efforts relative to my personal goals.

### PERSPECTIVE ON CONTROL- INTERPRETING THE EXERCISE RESULTS

This quiz may tell you something about your perspective on control.

If you answered YES to items 1, 3, 8, or 9 you tend to be **REACTIVE** to outside demand. You wait until someone (or someone's deadline) pushes you to action.

If you answered YES to items 2, 5, or 7, you may be acting upon **MISTAKEN PRIORITIES**. Your decision to work on something appears to be because it looks easy or can be done quickly. People who do this regularly find themselves tangled in the trivial and seldom seem to have time or energy for what may be much more important.

If you answered YES to items 4, 6, or 10, you are showing a **PROACTIVE** stance and are more likely in control. Saying yes to these questions means you are moving toward successful self-management.

Yes to 1,3,8,9 Reactive	Yes to 2,5,7 Mistaken Priorities	Yes to 4, 6, 10 Proactive
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## TIME MANAGEMENT

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This test allow you to look at specific things and behaviors that you already control and give you insight as to the possibilities of things and behaviors that you can control.

Once you've taken a look at what you can control, you should consider how you're spending your time. You'll want to consider creating a **"time budget"** to better spend time in the areas that you can easily control. Remember the expression, "Time is money."

Think of time the same way you think of your money. To truly manage your money you must know where it should go and where it actually goes. Just like money, many people feel that they don't know where their time goes. The easiest way to find out is to take a time inventory by keeping a **time log**. Think of this log the same way you would think of a personal budget. By tracking your day-to-day expenses, you can better allocate your funds. By tracking your time, you can better allocate your time.

### TAKE A TIME INVENTORY BY KEEPING A TIME LOG

Carry a pen and pocket notebook, and every 15 minutes jot down what you're doing. Just write a short phrase: "Breakfast," "Get ready for work," "Phone call to Beth." Make entries throughout the day. Don't wait until the end of the day, you'll forget some things.

Keep the time log for at least a week—preferably two for better results. Keep a time log for work, as well as one for home. And of course, be honest—the log is for your benefit.

### EVALUATE YOUR TIME LOG RESULTS

You can create a form, which looks like a spreadsheet, to evaluate your results.

As you analyze your time log, ask these questions:

- Did I do everything I needed to do?
- Did I have enough time to do things I wanted to do?
- Was I often rushed?
- At what times of the day was I most productive?
- When was I least productive?
- Where did most of my time go - job? family? personal growth? recreation?
- How much time could have been used better?

### IDENTIFY NEEDED CHANGES

If you're not satisfied with the way you used your time, try to identify:

- activities that were of little benefit or value.

## TIME MANAGEMENT

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- specific problems that kept you from using your time well (interruptions, phone calls, unexpected problems).
- personal behavior on your part that made it difficult to use your time wisely.

Make a list of those things that you've identified above.

## UNDERSTANDING PURPOSE

The SECOND building block of self-management is “**Understanding Purpose.**”

Now you've completed your time log, evaluated the results, and identified some needed changes. You'll want to create a time budget, but we don't yet know how to allocate that time. Let's take a look at the way you spend your time today.

By understanding your purpose and treating each day's activities as purposeful, you'll discover the right path to allocating your time. When it comes to purpose, there are two types of people:

Those without a true sense of purpose- we'll call them LBWA's (Living by Wandering Around) and those whose values give focus to their lives. These we call LWV's (Living with Values).

Of those two types, most of us wish to feel that we are Living with Values. To live with purpose and live with values, begin by clearly defining your values. You'll better understand your purpose by better defining your values. Understanding your purpose will help you to better allocate your precious resource of time.

## DEFINE YOUR VALUES

Values are your principles or qualities that you find valuable or desirable. Your personal values help to determine your goals and, therefore, the way you spend your time. Take this values inventory to help define your goals and how you spend your time.

1. Jot down the values that you endorse or agree with. These are values you would be willing to dedicate significant time and energy to achieve.
2. Jot down the values that you do not endorse or reject. These are values you would not be willing to expend much time or effort to achieve.

Some values might be neutral to you—you neither endorse nor reject them. Don't be too concerned with those right now.

Many of the values below may sound good to you. Force yourself to make some choices. Be honest about your willingness to dedicate a significant amount of time or effort to each.

## TIME MANAGEMENT

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### VALUES INVENTORY

<input type="checkbox"/> Honesty In All My Dealings	<input type="checkbox"/> Financial Wealth	<input type="checkbox"/> Being A Leader
<input type="checkbox"/> Religious Activity	<input type="checkbox"/> Athletic Excellence	<input type="checkbox"/> Intellectual Growth
<input type="checkbox"/> Social Correctness	<input type="checkbox"/> Musical Excellence	<input type="checkbox"/> Financial Security
<input type="checkbox"/> Open Mindedness	<input type="checkbox"/> Awareness Of My Heritage	<input type="checkbox"/> Trust In God
<input type="checkbox"/> High Individualism	<input type="checkbox"/> Projecting The Right Image	<input type="checkbox"/> Personal Attractiveness
<input type="checkbox"/> Winning	<input type="checkbox"/> Honoring My Parents	<input type="checkbox"/> Mentoring Others
<input type="checkbox"/> Career Success	<input type="checkbox"/> Ability To Build Things	<input type="checkbox"/> Tolerance Of Others
<input type="checkbox"/> My Family's Success	<input type="checkbox"/> Habits Of Thrift	<input type="checkbox"/> Self-sufficiency
<input type="checkbox"/> Giving My Children A Competitive Advantage	<input type="checkbox"/> Fame Within My Profession	<input type="checkbox"/> Skills To Repair Things Or Solve Problems
<input type="checkbox"/> Being Law Abiding	<input type="checkbox"/> Involvement In Government	<input type="checkbox"/> Understanding Other Cultures
<input type="checkbox"/> Being Loyal To Country	<input type="checkbox"/> Marital Harmony	<input type="checkbox"/> Strong Discipline
<input type="checkbox"/> Orderly Home Life	<input type="checkbox"/> Fame Within My Personal Life	<input type="checkbox"/> Being Witty, Clever, Articulate
<input type="checkbox"/> Knowing The Right People	<input type="checkbox"/> Being Productive	<input type="checkbox"/> Accuracy Of Work
<input type="checkbox"/> Having Balance In My Life	<input type="checkbox"/> Being Creative	<input type="checkbox"/> Skills To Influence
<input type="checkbox"/> Having A Wide Range Of Friends	<input type="checkbox"/> Serving The Less Fortunate	<input type="checkbox"/> Dressing For Success
<input type="checkbox"/> Having Many Skills	<input type="checkbox"/> Health And Vigor	<input type="checkbox"/> Being A Good Team Player
<input type="checkbox"/> Keeping All Commitments	<input type="checkbox"/> Keeping Careful Records	<input type="checkbox"/> Artistic Sensitivity

Now, from your list, rank the four values you endorse most strongly and the four you reject most vigorously:

This exercise is designed to start you thinking about values. Review the top four values you support and the four you reject most strongly and answer the following questions:

( ) yes ( ) no      Do you spend a major portion of your productive time moving toward agreement with your top four values?

( ) yes ( ) no      Do you spend time and effort moving toward congruence with values you reject?

Identify one value conflict you noticed from this exercise. Can you pinpoint neutral or negative values where you are spending a disproportionate amount of time and effort?

Are there other value areas where you should be doing more? Think of an action you could take to achieve better congruence with that you truly value.

### GOALS DERIVED FROM VALUES

A goal is the end toward which your effort is directed. This is your aim. Your goals can be personal or professional. If you can align personal and professional, that's even better.

### LEARN ABOUT THE COUNTY'S STRATEGIC PLAN, BUSINESS PLAN

To better understand your department's goals and Miami-Dade County's goals, take a look at your department's business plan and the Miami-Dade County Strategic Plan. Visit this web site to learn more <http://www.miamidade.gov/stratplan/>

The strategic plan is a broad document that lays out where we want to go as a community and the things that we should do to get there. The strategic plan lays general plans to improve our lives here in Miami-Dade County. Departments then develop a departmental business plan to show specifically the projects and work to support the strategic plan.

Your goals are very broad concepts that support your values. Your personal and professional goals should reflect your values and those of your workplace. Now that you've identified your values, and have understanding of your department's direction, you are ready to set some goals. Here are some examples of common values and goals that are derived from those values.

### EXAMPLES OF VALUES AND GOALS:

VALUES:	GOALS:
Physical Well Being	(Improve health)
Community	(Become more involved)
Family	(Spend more time with them)
Educational	(Finish college/grad school)
Spiritual	(Develop your spiritual life)
Personal Development	(Improve attitude)
Financial	(Have a worry-free retirement)
Career	(Get promoted)

### DEFINE YOUR SHORT TERM AND LONG TERM GOALS

As you think of your goals, approach it from a short term (less than a year) and long term perspective (more than a year). Here are some typical questions to ask yourself as you're setting goals:

1. What are the most important things for the current year?
2. What do you want to achieve personally or professionally?
3. Five or ten years from now, where do you see yourself. Where will you live? What will you be doing? What assets will you own? What goals will you have accomplished?

### SETTING SMART GOALS

Well defined goals follow the SMART method. You are more likely to achieve your goals by making sure they're SMART. By applying the SMART method, you will give it greater definition and bring it closer to completion.

#### SMART Characteristics

S: Specific – phrased in a concrete way that is clear and written down.

M: Measurable – quantitative and qualitative ways.

A: Achievable – they should stretch us, but not beyond what is reasonable.

R: Results oriented – your aim is clear and linked to your values.

T: Time bound – without deadlines our goals will be put off and not realized.

Tips on goal setting:

- List your goals on paper.
- Keep in mind that your goals can change, and that's okay if they do.
- Make sure the ideas you set are what you consider important and those ideas support your values.

### EXAMPLE OF A GOAL LINKED TO A VALUE

If you value education, your goal could be to earn a bachelor's degree. Now let's give our goal SMART characteristics.

Specific –	a bachelor's in Marine Sciences from Florida International University
Measureable –	60 more undergraduate credit hours within your major
Achievable –	your scholarship allows you to continue your studies
Results oriented –	this degree will ready you for the next step in your career
Time bound –	you've allowed three years to complete the degree as a part-time student

## TIME MANAGEMENT

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### ONE MONTH OBJECTIVES WORKSHEET

While goals are broad concepts, objectives are narrow. Goals are usually intentions and the objectives show the precise way to complete the goal. Once you've identified your goals, you then break down the process into objectives.

Using the earlier example of earning a **bachelor's degree as a goal** that supports your **value of education**, the **objectives** will include the course of study and the **individual classes** that you'll take in order to earn the bachelor's degree and complete the goal.

Jot down a one-month goal for work:

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Break down the goal in small steps: First list, then sequence with 1 being the first step, 2 being the second, etc. to accomplish your goal.

Sequence

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Now, create the OBJECTIVE FOR FIRST STEP: Be Specific

What I will do: \_\_\_\_\_

How much--to what degree: \_\_\_\_\_

By when: \_\_\_\_\_

Continue this process for all objectives affiliated with that goal.

You'll need a system to track your goals and objectives. The next section on planning will help you to prioritize, plan, and track your goals and objectives.

### UNDERSTANDING PLANNING

The THIRD building block of self-management is “**Understanding Planning.**”

Now you have a better sense of purpose, you’ve defined your values, identified some goals, and laid out some objectives. Let’s look at planning as a way to put those goals into place.

“If you fail to plan, you plan to fail.” It’s an old adage, but true. Let’s look at some of the advantages of planning for you.

### ADVANTAGES OF PLANNING

Planning is the key to effective time management—and a successful future! Good planning saves you time and effort. By planning your activities well, you’ll be better able to:

- solve problems quickly
- make decisions
- work on life goals and priorities
- handle crises
- manage stress
- avoid frustrations
- keep from getting bogged down in day-to-day tasks
- lessen errors
- avoid waste

To help plan our activities based on your values, goals, and objectives, you should ask these four questions on a daily basis.

1. What are my objectives for the day?
2. What activities are required to accomplish them?
3. What are my priorities?
4. How much time is required to do each task?

### PLANNING TOOLS

To help guide you through your goals and objectives you can choose among many tools to help you with planning. Here are the top three basic tools.

## TIME MANAGEMENT

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1. **CALENDARS:** Get the big picture by using a yearly calendar to keep track of important dates, meetings, holidays, etc.
2. **WEEKLY PLANNING LISTS:** Get a weekly overview of what you have to do by scheduling a week's worth of projects and activities.
3. **TO DO LISTS:** Plan daily activities by listing. Everything you have to do, then assigning priorities to each task. Cross off items as you do them. Make a new list at the end of each day.

Most of us cannot keep all these lists, obligations, appointments, and goals in our heads. Usually we begin to use planning tools, like a calendar for class assignments, in school. Reflect on what you've used in the past, what worked, and what didn't work.

## CHOOSE PLANNING TOOLS

Try out different tools to see what fits. Lists and calendars can take a paper form or electronic form. Paper forms include various calendars, priority pads, note pads, date books, and planners. Electronic forms can generally be called PDAs (personal digital assistants) and use specific programs like Outlook, Palm, and iPhone applications and cloud files. Many of these programs will run on your handheld PDA as well as your desktop or laptop computer.

Explore the different planning forms to find what works well for you.

In choosing planning tools, think about your work style and the demands of your work as you consider:

- Paper vs. electronic
- Size and portability
- The ability to make easy changes
- The ability to link to projects or documents
- The ability to share information or link to the calendars of others

## TIPS ON GOOD PLANNING

Once you've begun using a format or combination of forms, here are some things to remember:

- **KNOW YOURSELF**

Be aware of those times during the day when you're most productive and alert. Plan your most demanding projects and activities for when you have the most energy.

- **DON'T OVERSCHEDULE**

Don't create a schedule that's too rigid. Give yourself enough time in the day to deal with unexpected interruptions.

## TIME MANAGEMENT

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- **INCLUDE LONG-RANGE GOALS**

Don't lose sight of your long-range goals. Schedule the time to do things that will help you reach those goals.

- **TAKE TIME TO THINK**

Harness the power of creative thinking. Spend a few minutes each day reviewing your goals and planning the next day's activities. Take stock of where you are and how you're progressing towards your goals.

- **DEVELOP A STRATEGY**

Think about the activities you can do that will enable you to achieve your goals. Once you've figured out what you want to do, take the time to come up with ideas on how to do it.

## PRIORITIZATION BASED ON THE ABC METHOD

Without priorities we wouldn't know what to do first. If you can't set priorities you'll approach everything with equal weight. But some things are obviously more important than others, and those are the items you want to handle first. Here are some techniques for helping you to set priorities and decide what to do next.

Assign a ranking code (priority sequence) to your tasks.

A= Must do activities; essential. (High value time)

B= Important; but not mandatory. (Medium value time)

C= Unnecessary activities; optional. (Low value time)

List everything you would like to accomplish today; then give a numerical value to each item on the list. Prioritize your A tasks, your B tasks, and your C tasks. For example: A1, A2, A3, B1, B2, B3, C1, C2, and so forth.

Try it out for 21 days. This should give you enough time to develop this style of planning as a habit. If you give it a serious chance, you will see a major reduction in stress. Why? Ask any doctor; doctors will tell you the best medicine for stress is feeling that you are in control of your life and that goes back to our basic building block of **"understanding perspective"** and the things we can control.

### UNDERSTANDING PRODUCTIVITY

The FOURTH and final building block of self-management is “**Understanding Productivity.**”

So many people think they are being **productive** as long as they are scheduled to do something. However, this leads to some people into the area of simply being over scheduled rather than productive. Over schedulers have no time to think and no time to be creative.

Over scheduled people can become stressed, ineffective, achieve less, and forget more. Since they lack this creative time, they cannot plan as they should. Good planning can help you avoid over scheduling, and good scheduling will allow time to plan. To avoid over scheduling and inefficient productivity, look back to your priorities and find ways to eliminate common time wasters. Next we'll explore some common time wasters and some simple solutions as productivity enhancers.

### SEVEN TIME WASTERS AND PROPOSED SOLUTIONS

Consider these common time wasters, interruptions to your goals and objectives, and simple solutions. Do some of these things affect your productivity?

#### 1. INTERRUPTIONS - TELEPHONE CALLS

- A. If your calls come through a switchboard operator, ask this person to screen them for you, or use voice mail to do the screening, or forward calls to a co-worker.
- B. Set aside a convenient time to make and return non-emergency calls.
- C. When returning calls, have files and information ready for your conversation.
- D. Get to the point — some small talk is inevitable, but don't overdo it.
- E. If leaving a message, state the reason in detail for the call and what you need from the other party in case they can't reach you.
- F. If a call comes in when you can't take the time, explain your priority and ask when you can call back.
- G. Take any follow-up action right after the call before you forget the details.

#### 2. INTERRUPTIONS - DROP-IN VISITOR

- A. Get up to greet your visitor and remain standing if you want to keep it short.
- B. Immediately ask how you can help your visitor.
- C. If meeting a deadline, explain your priority and set a time for meeting later.
- D. Let the secretary know you are not available.
- E. If you have a door, close it.
- F. If you don't have a door, tape a “do not disturb” sign across the cubicle opening.
- G. Go to a conference room to work.

## TIME MANAGEMENT

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### 3. INTERRUPTIONS - ATTEMPTING TOO MUCH / THE INABILITY TO SAY NO

- A. Learn to be assertive.
- B. Learn to say no when you need to.
- C. Do not allow co-workers to give you their problems.
- D. Make sure responsibility and accountability of tasks are clearly assigned to staff and co-workers.
- E. Ask for help when needed.
- F. Ask questions when in doubt.
- G. Offer alternatives.
- H. Ask for deadlines on assignments and prioritize.

### 4. INTERRUPTIONS - LACK OF DISCIPLINE

- A. Review your daily tasks first thing in the morning and last thing at night.
- B. Reward yourself when you accomplish a goal.
- C. Focus on one task at a time — do not allow yourself to become distracted by thinking of everything you have to do at one time.

### 5. INTERRUPTIONS - MEETINGS

- A. Mail or distribute a meeting agenda prior to the meeting.
- B. Establish a time frame for the meeting with a definite start and end time.
- C. Keep to the agenda.
- D. Invite only those persons who need to attend.
- E. Maintain control of the meeting.
- F. Take notes.
- G. Keep it simple and brief.
- H. Don't schedule meetings unless they're really necessary.

### 6. INTERRUPTIONS - INCOMPLETE OR DELAYED INFORMATION

- A. When assigning a task, give your staff all the information at one time.
- B. Write an outline if you are the one working on a project.
- C. Ask for dates, resource availability, information, and guidelines if you are being assigned a project. Provide this information if you are assigning a project.
- D. Set up periodic meetings to discuss progress on projects.

### 7. INTERRUPTIONS - MEMOS/ E-MAIL & PAPERWORK

- A. Write short sentences.
- B. Limit memos to one page.
- C. Use memos to summarize group decisions and to list individual assignments and deadlines.
- D. Use a conversational style.
- E. Get to the point early.
- F. When reviewing letters or memos, take immediate action on each piece of paper.

## TIME MANAGEMENT

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Don't handle correspondence more than once—toss it out, refer it to someone, act on it, or file it for later use.

Use this **TRAF** system with paperwork and e-mail.

Toss  
Refer  
Act  
File

## DON'T PROCRASTINATE

"Procrastination is the thief of time." Edward Young, 1663-1765

The Merriam-Webster online dictionary defines procrastination as **putting off intentionally the doing of something that should be done.**

## TECHNIQUES FOR ENDING PROCRASTINATION

Sometimes we feel overwhelmed or we don't like certain tasks; so we procrastinate. Follow these tips to avoid falling into the procrastination trap:

- Break up work. Divide the work and complete it one or two steps at a time. Large projects can be broken down into small, manageable parts.
- Remove distractions. Create a work environment where noise or people won't distract you.
- Set deadlines. Set realistic deadlines for activities you want to see accomplished--and stick to them. Organize your resources for a smoother and faster work flow.
- Ask for help. If you're not sure what it is you're supposed to be doing or if you run out of ideas, ask for help?
- Reward Yourself. Promise yourself a small reward if you can achieve the results you want on time.
- Start Earlier. Give yourself extra time by starting the project earlier.

### DELEGATION

After you've eliminated time wasters, you might find that you still cannot do all the work yourself. To further enhance your productivity, think about delegating. Merriam Webster defines delegation as the act of empowering one person to act for another person. Delegation is a great way to lessen your burden. Learning to delegate can help you to accomplish the objectives that are important and allow you to achieve and fulfill your goals.

### LEARN TO DELEGATE

Delegating is the assignment of tasks and responsibilities to help people make their best contribution to overall productivity. When you delegate, you become a teacher. If you're supervising, you tell an employee how to perform a new task effectively, show how it is done, and then ask him or her to demonstrate the task that has been learned. Delegating takes time, patience, and follow-up to ensure it's done right.

How important is delegating? A supervisor must learn how to distribute tasks, tap the special creativity of each individual, when appropriate, and rotate responsibilities among different employees.

How can I delegate if I'm not a supervisor? You can because delegating is simply sharing your work responsibilities with others. Work can be anything from job responsibilities to household chores. Simply asking for help from a co-worker can be an effective form of delegation.

What are the signs that I ought to be delegating? Some signs are that you're working longer hours than others, or you feel pressed to get things done on time, or you might not have time for important goals, projects, or activities.

How can I delegate? Choose the right person for the job. Consider the person's interests, abilities and the difficulty of the job. Guide the person through what's expected to get the job done. Give the person the authority to do the job and be sure to reward good results.

Try delegating and you'll find that delegating will free you up to concentrate on the important tasks that allow you to complete your goals.

Now you have all the building blocks of **understanding perspective, purpose, planning** and **productivity**. Before you put this new understanding into place you must consider the balance in your life.

## TIME MANAGEMENT

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### WORK LIFE BALANCE

One definition of work life balance is the **proper prioritizing between career and ambition on one hand, compared with pleasure, leisure, family and spiritual development on the other.**

Reflecting back on your values, are you spending your time in ways that lead to your goals? You should consider all aspects of your life as you set your goals. Common areas that you should inventory are:

- Your Work
- Your Intellectual Life
- Your Physical Well-Being
- Your Social Life
- Your Family
- Your Spiritual Life

### FINDING VALUES CONGRUENCE

Since you've taken an inventory of your values and set some goals, now it's time to see if you have congruence with your values by completing this visual Balance Wheel exercise.

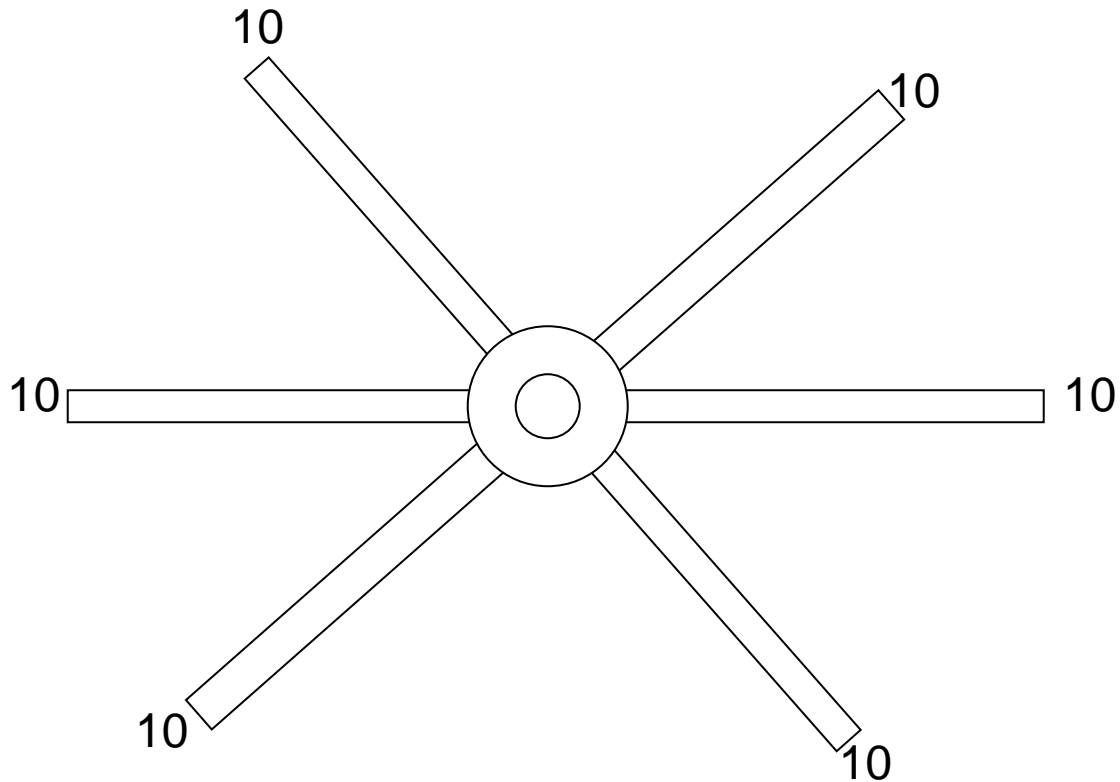
The balance wheel is a visual diagram to help you see if you've achieved some balance in the time you spend in the important areas of your life of work, intellectual life, physical well being, social life, family, and spiritual life.

Balance Wheel directions:

1. Print the spoke diagram page.
2. Name each of the six wheel spokes, with the life areas:
  - Work
  - Intellectual Life
  - Physical Well-Being
  - Social Life
  - Family
  - Spiritual Life
3. Rate the balance of each area from 0 to 10.  
Zero rests at the center of the spoke, and ten falls at the end.  
Zero represents a complete lack of congruence in this area, and ten represents full congruence in the area.
4. Place a dot on the area of the line where you've rated yourself and your congruence.
5. Then draw the wheel connecting your numbered dots on each spoke.

## TIME MANAGEMENT

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If your wheel is out of balance, then it's time to go back to your values and rework your goals, and re-allocate your time. Do this exercise every few months in a different color ink to see what kind of progress you are making.

## PUT IT ALL INTO PLACE

Now you've completed Time Management. By using the building blocks of understanding **perspective, purpose, planning, and productivity**, you can set goals that reflect your values and truly allocate your time with purpose and incorporate a feeling of accomplishment and a sense of balance.

Take the assessment to test your knowledge, and good luck with your plans and better time management through self exploration and the techniques gained in this workshop.

### RESOURCES

Merriam-Webster online dictionary

<http://www.merriam-webster.com>

Tips on how to say NO

[http://stress.about.com/od/settingboundaries/ht/say\\_no.htm](http://stress.about.com/od/settingboundaries/ht/say_no.htm)

Students famously have trouble with time management; so many colleges and universities have free time inventory calculators, tips, template calendars, and summary sheets developed for students. You can adapt those same resources to your needs, and you can find those web sites by performing a simple internet search on **time management**. Here are a few of those web resources:

A time use chart to take a time inventory

[http://www.d.umn.edu/kmc/student/loon/acad/strat/time\\_use\\_chart.html](http://www.d.umn.edu/kmc/student/loon/acad/strat/time_use_chart.html)

A clock diagram that will show how you use your time in a single day

<http://www.studygs.net/schedule/>