

TIME MANAGEMENT

OBJECTIVES/RATIONALE

Being successful in a health care environment requires professionalism. One aspect of professionalism is time management. The student will identify employer expectations of punctuality, attendance and time management.

TEKS 121.3 (c) 6A

TAKS ELA 1
Math 1, 2, 3, 10

KEY POINTS

- I. Time Management Principles
 - A. Since the passage of time cannot be controlled, it makes sense to think of time management as self-management.
 - 1. Making appropriate choices about how to use time is really what people mean when they say time management.
 - 2. Everyday you make choices about how to best use your time given the goals and options you have.
 - 3. Knowing what your goals are and what time is available to you are the cornerstones of good time/self management.
 - B. Knowing what is new in your environment can help you manage yourself through time.
 - 1. transitions in life involve many changes that will take time to adjust to.
 - C. Planning tools can assist you guiding yourself through an as-yet-unknown reality.
 - 1. Weekly and monthly planners and to-do lists can help you chart a path to your goals.
 - 2. When you plan around your daily peak times of alertness and energy, construct a realistic schedule with clear and concrete activities, and use long-range deadlines to guide your planning.
 - D. The biggest time-saver is to start now.
 - 1. Keeping on top of your work from the beginning will end up saving you many hours of work and the stress of last minute preparation.

- E. A balanced load is easier to carry.
 - 1. It is important to make time for the various aspects of your life.
 - 2. Write down clear goals for school, work, exercise, relaxation, and socializing and make time in your schedule for each of these important life components.
 - 3. While you want to make sure you don't take on too much, balancing your load will keep you mentally and physically energetic.
- F. Learn to use time that would otherwise escape you.
 - 1. Using commuting time, time in line-ups and waiting time to complete important, but small activities, can add up to huge time savings and greater productivity.
- II. Personal Time Management - controlling the use of your most valuable (and undervalued) resource
 - A. absence of Personal Time Management
 - 1. last minute rushes to meet dead-lines
 - 2. meetings which are either double booked or achieve nothing
 - 3. days which seem somehow to slip unproductively by
 - 4. crises which loom unexpected from nowhere
 - 5. This sort of environment leads to inordinate stress and degradation of performance: it must be stopped
 - B. Personal Time Management is a set of tools which allow you to:
 - 1. eliminate wastage
 - 2. be prepared for meetings
 - 3. refuse excessive workloads
 - 4. monitor project progress
 - 5. allocate resource (time) appropriate to a task's importance
 - 6. ensure that long term projects are not neglected
 - 7. plan each day efficiently
 - 8. plan each week effectively
 - 9. and to do so simply with a little self-discipline.

C. basic strategies

1. Don't be a perfectionist
 - a. Trying to be a perfect person sets you up for defeat.
 - b. Nobody can be perfect.
 - c. Difficult tasks usually result in avoidance and procrastination.
 - d. You need to set achievable goals, but they should also be challenging.
2. Learn to say no
 - a. Politely saying no should become a habit.
 - b. Saying no frees up time for the things that are most important.
3. Learn to Prioritize
 - a. Some people do not know how to prioritize and become procrastinators.
 - b. Use the 80-20 Rule originally stated by the Italian economist Vilfredo Pareto who noted that 80 percent of the reward comes from 20 percent of the effort. The trick to prioritizing is to isolate and identify that valuable 20 percent.
 - c. A "to do list" places items in order of importance.
4. Combine several activities
 - a. Combine several activities into one time spot.
 - b. While commuting to work/school, listen to taped notes.
5. BE FLEXIBLE.
 - a. Allow time for interruptions and distractions.
 - b. Time management experts often suggest planning for just 50 percent or less of one's time. With only 50 percent of your time planned, you will have the flexibility to handle interruptions and the unplanned "emergency."
 - c. When interrupted, ask the question, "What is the most important thing I can be doing with my time right now?" to help you get back on track fast.

6. REWARD YOURSELF.

- a. Even for small successes, celebrate achievement of goals.
- b. Promise yourself a reward for completing each task, or finishing the total job. Then keep your promise to yourself and indulge in your reward.

ACTIVITIES

- I. Complete the **Procrastination Quiz**.
- II. Complete You Have to Be There activity. (see **Instructor Sheet**)

MATERIALS NEEDED

Time Report Sheet (CE_WHR.HTM)
Tablet to keep track of used teacher time
Pens
Some sort of money representation

ASSESSMENT

Completion of Time Management Activity.

ACCOMMODATIONS

For reinforcement, the student will outline the principles of time management.

For enrichment, the student will keep a time journal for a week documenting time spent during the day. Analyze for wasted time.

REFLECTIONS

YOU HAVE TO BE THERE!

INSTRUCTOR SHEET

Idea submitted at Brain Dump Session at 2001 HSTE Fall Conference

1. At the beginning of this exercise inform the students that they will be expected to sign in and out for attendance over the next month (or as long as you intend to do this exercise).
2. Determine a form of compensation that would serve as a paycheck at the end of the exercise. It is up to you whether to enlighten the students before the exercise begins of leave that for the end. One thing to consider is whether the student's behavior would change from the norm if they know too much. Suggestions for the compensation include:
 - a. If the students are allowed a break with snacks, payment could be in the form of the break time or snacks
 - b. Payment can be linked to a grade
 - c. Issue a check that can be cashed in for an extra 100 in one class, a jump in one grade by 10 points, computer time, etc.
3. Use the time sheet and have the students write the time in and out everyday. If a student is absent, the instructor needs to put a note if the student's absence was excused or not.
4. If absence is excused then pay is given, if unexcused then pay is withheld. However, if a specified number of days are missed (i.e. 3 days), then all sick leave will be used if those days are surpassed and further absences will be without pay.
5. If person is tardy, the arrival time is indicated as tardy, and is an automatic charge of 15 minutes, 30 minutes, etc., depending on how tardy the individual. Exception would be an excused tardy.
6. At the end of the month (or whatever time frame elected) have the students calculate their wages based on what you have predetermined for pay.
7. During the exercise time the instructor should keep track of any additional time taken to deal with make-up work (including any time for explanations, correcting assignments, etc.)
8. Issue pay
9. Discuss any pay differences in regards to attendance. Show the class the amount of extra teaching time used to deal with absenteeism, make-up work, etc. Discuss if appropriate the quality of the absentee work versus if the students had been there for the actual class. Compare to real work situation.

Student Name: _____

Month: _____

Total Hours for the Month: _____ **Hourly Wage:** _____

Total Wages for the Month _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total Hours
Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	_____
Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	_____
Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	_____
Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	_____
Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	_____

I verify that the hours above are true and correct for the month.

Student Signature _____

Date _____

PROCRASTINATION QUIZ

Everybody procrastinates now and then. ARE YOU A PROCRASTINATOR ?

The questions below from procrastination researchers can help you measure your own tendencies. Score yourself on a scale of 1 to 5 (1 for never, 5 for always).

- _____ I miss concerts, sporting events, or the like because I don't get around to buying the tickets on time.
- _____ I buy essential items at the last minute.
- _____ Putting things off until the last minute has cost me money in the past.
- _____ Even after I make a decision, I delay acting on it.
- _____ A letter may sit un-mailed for several days after I write it.
- _____ My friends and family think I wait until the last minute.
- _____ I don't make decisions unless I really have to.
- _____ I seem to end up shopping for birthday gifts at the last minute.
- _____ I am continually saying to myself or others, "I'll do it tomorrow."
- _____ When I have to be somewhere, my friends expect me to run a bit late.
- _____ TOTAL SCORE

If your score is above 35, you are inclined to procrastinate.

Procrastinators don't have to feel hopeless about their problem. The following steps can help the procrastinator:

- Pay attention to what you're thinking and feeling as you approach something you wanted to avoid.
- Choose attainable goals. They should be concrete, not just a desire to feel differently about something.
- Set a deadline for accomplishing each goal. If you make it, reward yourself.