THE UNIVERSITY OF MANITOBA

FIELD TESTING THE EFFECTIVENESS OF A
SELF-INSTRUCTION TIME MANAGEMENT MANUAL
WITH MANAGERIAL STAFF IN AN
INSTITUTIONAL SETTING

by

Frank Hanel

A Thesis

Submitted to the Faculty of Graduate Studies

In Partial Fulfillment of the Requirements for the Degree of

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Abstract

Despite an extensive literature advocating the virtues of time management, research demonstrating its effectiveness is virtually non-existent. A number of sources in the literature were reviewed and the major components of time management practices abstracted. Using these as a guide a step-by-step self-instruction time management manual was prepared and field tested with managerial staff of a large institution for retarded individuals.

EXPERIMENT I assessed the effectiveness of the manual under minimal instructor contact conditions. Participants attended a time management workshop held four consecutive days per week during a two-week period. Participants worked through the sections of the manual with minimal lecturing and prompting from the instructor. The effectiveness of the manual was evaluated using a multiple baseline across-groups experimental design. Dependent variables included a personal interview and daily time logs. Social validation measures included participants' ratings of the time management materials, a follow-up questionnaire, and ratings by colleagues of participants' time management behaviors. Results indicated the time management workshop increased the degree to which most participants said they performed time management practices and the degree to which most participants provided written examples to corroborate such changes in behavior. These improvements tended to be sustained at approximately four-week follow-up. Time log data revealed minimal change in recorded time management behaviors. Social validation measures showed participants found the manual to be easily readable and relevant to work or personal situations. Improvements in participants' time management behaviors were readily discriminable by colleagues.

EXPERIMENT II assessed the effectiveness of the manual versus a best-

selling time management paperback book, under no-instructor contact conditions.
Participants were given the time management materials and instructions to read
and apply, within a three-week period, everything deemed to be relevant.
Using a two-group pretest - posttest experimental design, results showed sub-
stantially greater increases in time management practices in the manual group,
especially with respect to written corroboration data. These improvements
were sustained at follow-up in the manual group but not in the book group.
Time log data revealed little change in recorded time management practices.

ACKNOWLEDGEMENTS

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Introduction

The effectiveness of managers in accomplishing important aspects of their duties has been of continuing concern at least since the advent of modern industrial society. Time management deficiencies of managers are readily recognized as characterized by the following typical situations:

- short-term crises manage the day;

- much time is wasted in meetings;

- authority and responsibility are delegated inappropriately;

- disorganized work areas and filing systems are evident;

- frequent work interruptions occur during the day;

- managers appear to be constantly busy but accomplish little.

Time management consists of a set of guidelines for helping individuals overcome the above types of difficulties. Time management has also been characterized variously as: performing the right task at the right time, appropriate allocation of work and leisure time, the procedures by which an individual achieves desired objectives (Hall, 1977); the effective use of time (Robinson, 1973); and as the adequate, efficient organization and control of time in all aspects of one's life (Kirby, 1977).

An important component of effective time management is to minimize time wasters and maximize time savers so that important priority goals are more likely to be accomplished in the work (and leisure) situation. A time saver is anything that decreases a time waster. Three broad classes of time wasters may be identified. First, there are "doing nothing" time wasters which include day-dreaming, doodling, lengthy socializing, and so on. A second class of time wasters are those that tend to be synonymous with inefficiency. For example, it is possible to appear to be constantly busy and yet to waste

much time because of a disorganized work area, switching frequently from one task to another so that one must refamiliarize oneself with previously unfinished tasks, and so on. A third, and probably most important class of time wasters, is spending time on lower rather than higher priority activities. Experts in time management have suggested that approximately 80% of one's payoffs derive from approximately 20% of one's activities (Douglass, 1978). It is clear that the greater payoffs for accomplishing some objectives are long-delayed and require a great deal of activity to achieve them. For example, a high salary, good job, prestige, and other things that are derived from an important promotion are usually obtained only after months or years of hard work. Other activities have payoffs which are fairly immediate but lower in value. From this point of view, time management consists of a set of skills that increase the probability that activities will be performed which lead to delayed but highly-valued consequences, while decreasing the probability of performance of lower-priority activities having more immediate and lower-valued consequences.

It should be noted that the phrase "time management" is somewhat misleading, since it is not time but behaviors which require management. In this view time management consists of priorizing alternative activities with respect to achieving those that have highly valued but delayed consequences, then providing prompts in order to accomplish them. Therefore, from a behavioral analytic perspective, time management may be more precisely defined as the arrangement of priorized discriminative stimuli in order to increase the probability behaviors will be performed which lead to the attainment of top-priority but long-deferred target behaviors having highly-valued consequences.

<u>Review of Literature</u>

<u>Time Management Literature</u>

According to Third (1972 - 1976), 41 articles on time management appear-
ed in the business literature in the period 1971 - 1976. In his bibliography,
Douglass (1978) listed 39 books, 44 articles, 10 films, three cassettes, and
two newsletters pertaining to the field of time management. Unfortunately,
these sources consist mainly of practical suggestions without supporting data.
In spite of the extensive literature advocating the virtues of time management,
research demonstrating its effectiveness is virtually non-existent.

Only three studies were encountered which attempted to teach time manage-
ment skills and to empirically evaluate their effectiveness. Of these three
studies, two relied exclusively on self-report data. Working with college
students, Kirby (1977) investigated the effects of time management as a
component of a study skills credit course. Daily time logs kept by each
participant measured time spent on study, social, leisure, and miscellaneous
activities. Questionnaire instruments measured study habits, attitudes,
satisfaction, and perceived improvement with study skills, as related to time
management. Students who received instruction in time management reported
significantly greater feelings of improvement in time management skills re-
lative to those who did not receive instruction. However, no significant
differences were found between experimental subjects and control subjects in
any behaviors recorded in the daily time log.

Using a repeated measure design, Robinson (1973) required school
counsellors to report by telephone how time had been spent during the previous
day. Additional measures were obtained on Rotter's <u>I-E Scale</u> and <u>The Orienta-
tion Inventory</u>. Participants were given four, two-and-one-half hour in-

service sessions which included training in problem-solving and the application of individual change projects in time management (viz., decrease in time required to complete routine clerical and administrative tasks). Results indicated limited evidence for pre- and post-differences on the three measures.

A study by Hall (1977) has provided the best evidence to date of desirable behavioral change following instruction in time management. The participants were four university staff. Four objective dependent measures were assessed: (1) a log of time spent in the building in which they worked; (2) regular-priority time which included work related to classes, community service, and research; (3) meeting time which was defined as another person in the office discussing professional matters; and (4) high-priority time which consisted of several projects and activities important to long-term professional goals. Each of the latter three behaviors were measured with a separate clock operated by a participant when engaging in one of these behaviors. In addition to the objective measures, participants rated their overall effectiveness and overall satisfaction with their effectiveness each week.

The intervention procedures included a time management manual which primarily involved exercises in identifying objectives, task analyses of the objectives, and daily and weekly scheduling of task-analyzed components. Participants graphed daily time log data and, once weekly, met with the investigator who reviewed data, praised progress, and emphasized methods for increasing high-priority time.

Effects were evaluated in a multiple baseline design across subjects and revealed very strong evidence for increased time spent in high-priority activities for all participants, with concomitant increases in self-ratings of productivity and satisfaction. Also, it should be noted that this study is unique in the time management literature in providing reliability observa-

tions (which were done for the time-clock data).

Hall identified the "most costly" deficiency in the study as not permitting participants to adjust weekly the category of high priority tasks. He recommended that subsequent investigations of time management strategies be flexible enough to allow shifts to alternative top-priority tasks as they arise. Other recommendations included the use of additional dependent variables and procedures to maintain improvements in time management behavior over time. All of these recommendations were incorporated within the present investigation and presented within a reproducible manual format which was not provided in Hall's study.

Related Literature

Other articles have described procedures used to manage time, although they do not refer to time management in the way it has been described here. For example, Hermann, De Montes, Domingues, Montes, and Hopkins (1973) decreased the tardiness of employees in a manufacturing company using daily monetary bonuses for punctuality. In the academic setting, Spurr and Stevens (1979) increased the study time and grade point average of a college student by group discussion of self-control procedures and by stimulus control techniques. In studies by Alexander, Corbett, and Smigel (1976) and by Barber and Kagey (1977), externally imposed reinforcement contingencies improved the school attendance of adolescents and primary grade school children, respectively. Iwata, Bailey, Brown, Foshee, and Alpern (1976) investigated the effects of scheduling staff-resident assignments and a weekly lottery based upon criterion performance in the care of multiply-handicapped retarded patients. Results showed these contingencies improved the quality of daily care and training services provided. Studies such as these involve contingency management to control the way in which individuals "spend time". However, none of

these attempted to teach generalized time management skills as indicated by the narrow focus of behavior under investigation in each study. The point of time management training is to impart generalized skills with which to better manage time with respect to a variety of important activities.

In general, the time management literature (for example, Lakein, 1973; Bliss, 1976; Davidson, 1978; Douglass, 1978) provides some useful suggestions for improving generalized time management skills, but leaves the reader with the task of sorting out important elements and applying them to the individual situation. The major components of effective time management that are recommended by such books include: identifying and priorizing work-related and personal objectives; task analyzing and deadlining priority objectives; adopting a time management calendar system to accomplish high priority objectives; evaluating time savers and time wasters on a regular basis; and the maintenance of good time management practices over time by stimulus control techniques and reinforcer management. However, it is one thing to recommend in text-book form that individuals follow various guidelines, and it is something else again for individuals to actually carry out all the suggestions for effective time management practices on a regular basis. Given these considerations, a number of sources in the literature were reviewed (see Appendix A, p. 134), and using these as a guide a self-instruction manual was prepared titled "A Time Management Program and Planning Calendar for Supervisors", a copy of which is in Appendix A. In this manual, the important components of time management have been arranged in an easy-to-follow, step-by-step sequence.

The purpose of this research was twofold: to field test the effectiveness of the manual with managerial staff with minimal instructor contact (EXPERIMENT I); to field test the relative effectiveness of the manual versus a widely sold time management paperback, with managerial staff under no-instructor contact conditions (EXPERIMENT II).

EXPERIMENT I: EVALUATION OF

A TIME MANAGEMENT MANUAL

WITH MINIMAL INSTRUCTOR CONTACT

Method

Setting and Participants

The study was carried out at the Manitoba School for the retarded, an institution with approximately 850 residents and 700 staff located in Portage la Prairie, Manitoba. Participants were staff of the Manitoba School recruited through an advertisement circulated to all departments. The advertisement, entitled "Description of a Workshop on Time Management for Professional and Personal Effectiveness", described several "typical" difficulties encountered by employees in managing daily activities, provided a brief overview of the workshop and the method of data collection, and included some other information. Workshop participants consisted of personnel in middle and senior administrative positions, middle and upper management nursing staff, and other supervisory personnel. Participant characteristics are presented in Table 1.

Independent Variable

Participants attended a time management workshop held four consecutive days per week during a two-week period. Workshop durations averaged approximately 45 mins. each (range: about 30 to 60 mins.). Workshops were administered by either the author or a Professor of Psychology at the University of Manitoba who served as Program Consultant to the Manitoba School. The main purpose of the workshop was to ensure that the participants worked through the sections of a self-instruction Time Management Manual (see Appendix A).

On the first day of the workshop participants received the time management manual. Each of the workshop participants was requested to work through

Table 1

Participant Characteristics

EXPERIMENT I

	Participant	Sex	Position Description	Months in Present Position	Employees Supervised
Group 1	1	M	Dept. Head	36	7
	2	M	Acting Dept. Head	1	16
	3	F	Dept. Head	48	9
	4	F	Acting Dept. Head	11	14
	5	M	Dept. Head	11	10
	6	M	Activity Instructor	30	3
			Mean	23	10
Group 2	7	M	Head Nurse	24	11
	8	M	Unit Supervisor	18	98
	9	F	Head Nurse	84	11
	11	F	Activity Instructor	48	2
	12	M	Activity Instructor	24	3
			Mean	40	25
Group 3	13	M	Dept. Head	4	11
	14	M	Dept. Head	84	4
	15	M	Dept. Head	72	2
	16	F	Assoc. Dept. Head	48	nil
	17	M	Assoc. Dept. Head	16	53
	18	F	Dept. Head	300	63
N = 17			Mean	87	22

their copies of the manual, with minimal lecturing and prompting from the instructor and some class discussion. Participants were also given written instructions regarding "important rules of research". The instructions included requesting participants' assistance in ensuring that the time management data was as accurate as possible. Participants were requested not to read or work ahead in the manual unless they were asked to do so, to discuss course contents and the manual only with others in the same workshop, and to not reproduce any part of the manual. Participants were to be informed when the research was completed, and were encouraged to freely discuss with others all aspects of time management only at that time. The instructions are attached in Appendix B.

Workshop lectures and discussions were tape-recorded each day. The sections of the manual and the primary topics of daily workshop sessions are summarized below:

Day 1: Introduction and a personal time management questionnaire. Participants were given a brief overview, lasting approximately 15 minutes, of the field of time management. The time management manual was distributed. Participants completed the personal time management questionnaire contained in the manual.

Day 2: Identifying and priorizing goals. Participants completed a section in the manual concerning identifying and priorizing goals. The manual prompted them to identify and list major work functions from their job descriptions, major projects previously targeted for their departments during the next year, potential projects which could be initiated within the next year, and self-development, career, and educational goals for the next year. The manual also prompted them to restate their priority activities in terms of objective results and with written deadlines or frequencies of occurrence for

the activities. Finally, the manual prompted the participants to priorize their work-related goals and activities.

Day 3: Task analyzing top priority goals. The manual prompted the participants to select one or two top priority items and to task-analyze them. This included describing the final objective of the item, listing substeps leading to the final objective, estimating the time required to complete each substep, further subdividing substeps so that each could be accomplished in less than two hours, and numbering the substeps in the order in which they should occur.

Day 4: Adopting a time management calendar. The manual prompted the participants to take approximately a half an hour at the start of each week to plan for the week, and approximately 10 minutes each morning to plan for the day. The manual provided specific instructions for such things as minimizing time wasters and maximizing time savers while planning, capitalizing on effective delegation, scheduling high priority activity during the most productive parts of the day, and so forth. Participants planned for the next week and for the remainder of that day.

Day 5: Evaluating time savers and time wasters weekly. The manual briefly described three classes of time wasters. Participants were then required to complete a checklist which occurred weekly in the planning calendar. The checklist required the participants to evaluate the extent to which they demonstrated time-saving behaviors involving themselves and time-saving behaviors involving others. The checklist also prompted them to identify their worst time waster of the week and to write guidelines for decreasing that time waster in the subsequent week.

Day 6: Delegating effectively. The manual prompted the participants to

examine their style for delegating work to their staff. Guidelines were presented for what to delegate, how to delegate, and how to follow up on previously delegated tasks.

Day 7: Managing meetings effectively. The manual prompted participants to examine a checklist for evaluating the efficiency of meetings in order to minimize their time-wasting potential and to maximize their time-saving potential. Participants examined the checklist, and strategies for managing meetings effectively were discussed.

Day 8: Helpful hints for maintaining good time management over time. It is one thing to develop some good time management practices, and it is another to continue practicing them day in and day out over an extended period of time. The final section of the manual incorporated some principles of behavioral psychology in order to increase the chances that participants would become increasingly proficient in maintaining their good time management practices. This section of the manual prompted the participants to organize their world to remind them to be a good time manager and to arrange their world to provide rewards for their good time management practices.

Dependent Variables

Questionnaire and direct observation. Each participant was individually interviewed by the author before and after the time management workshop. An interview consisted of two parts. The first portion included a statement of the purpose, content, and confidentiality of information given, queries regarding participant and work environment characteristics, and an explanation of the number coding system to be used in response to interview items (see Appendix C, p. 140).

Part two of the interview consisted of 25 "questionnaire" and 13 "direct-

observation" items. Generally, "questionnaire" items requested participants

to estimate the frequency or proportion of opportunities with which certain

time management practices occurred, with no substantiation required. The

alternative choices included: one or more times per day, one or more times

per week but not daily, one or more times per month but not weekly, less than

once per month, not applicable; or, 76 - 100%, 51 - 75%, 26 - 50%, 0 - 25%,

not applicable. "Direct-observation" items requested participants to provide

objective corroboration of time management practices such as a written memo,

minutes of meetings, entries in a time management manual, or other correspond-

ence, in addition to estimates of frequency. For example, item 23 asked:

"Do you ever write out your day's activities and assign priorities to them?"

Following an estimate of frequency or proportion of opportunities, the parti-

cipant was requested to provide a written example as corroboration. Four

(of 38) items required "yes" or "no" responses rather than specification of

frequency or proportion of opportunities.

The personal interviews required an average of 45 mins. to complete.

Interviews were held privately in participants' offices, or when privacy was not

possible, in a private room nearby. In the latter case, corroboration ma-

terials located in participants' offices were examined at the end of the

interview. A copy of the personal interview format is attached in Appendix C.

In determining their responses during the follow-up interview, partici-

pants were prompted to consider only the period between the previous interview

and the day prior to the day in which they were contacted to arrange an appoint-

ment for the interview. Corroborative evidence was accepted only if it occur-

red within this period. Participants had not been informed that follow-up

measures would be taken.

Daily time log. Participants completed three one-day logs during Baseline and a one-day log during each of the other experimental phases. A copy of the time log is attached in Appendix D. Throughout a workday in which a time log was used, participants recorded their major activities at 15-min. intervals. Sample activities included such things as working on the departmental budget, writing up case reports, or having coffee. Also recorded were changes of activity, in-and-out-going phone calls, drop-in visitors, and whether the latter two activities involved business and/or social interactions.

To assess time management behaviors recorded in the daily time logs, 22 types of time management behaviors were identified based upon topics presented during the workshop. The checker performed the data analysis by insepcting each log phase by phase, identifying a time management behavior and in a summary data sheet entering a checkmark in the appropriate place beside one of the 22 types of time management behaviors listed. One checkmark was entered for each behavior observed. The checker also tallied changes in activities, incoming and outgoing phone calls, drop-in visitors, and "business" and "social" inter- actions pertaining to phone calls and drop-in visitors.

Each time log was coded by the author to conceal participants' identities and experimental phases. All identifying features such as names, participant number, dates, phases, and so on, were removed from each log. Letters or combinations of letters were randomly assigned to replace participant numbers. Phases were coded by randomly assigned numbers.

Time logs were arranged in alphabetical order by the author prior to analysis. The analysis was carried out by a secretary at the University of Manitoba (not the individual who took part in interview reliability observa- tions) who was blind to the experimental design and the coding system.

Experimental Groups

Eighteen participants were selected for EXPERIMENT I and formed into three groups (n = 6). One participant subsequently withdrew from Group 2 during Baseline. Within groups, an attempt was made to include participants having common characteristics (see Table 1). Generally, the main characteristics of the groups were: Group 1, department heads; Group 2, nursing and sheltered workshop supervisors; Group 3, department heads. Group composition was determined in part according to the rationale that participants having approximately similar work functions and responsibilities would increase the liklihood of discussion of time management material and contribute to experimental effects and maintenance of effects over time.

Experimental Design

A multiple baseline design across groups (Martin & Pear, 1978) was used to evaluate the time management manual and workshop. Each group experienced three phases including Baseline, Post-treatment, and Follow-up. During Baseline participants completed a personal interview and three one-day time logs. To provide a multiple baseline measure, the time management workshop was given sequentially to the three groups, and Groups 2 and 3 also completed a second personal interview and a one-day time log just prior to the time management workshop. All groups were given personal interviews and completed one-day time logs immediately following the workshop at Post-treatment and again at Follow-up.

Social Validation

Time management workshop. At the end of daily workshop sessions participants were requested to complete a questionnaire regarding the clarity, readability, and usefulness of materials in the manual. Also, comments were invited concerning suggestions, criticisms, and other matters of relevance to the workshop. Participants were instructed to avoid identifying themselves.

Follow-up questionnaire. At Follow-up, participants were asked to assess the workshop, and the extent to which it improved their work effectiveness. Questionnaire items included: time management procedures put into practice since the previous interview which improved their work or personal life; aspects of the manual which were useful or not useful; comments, criticisms, and suggestions with respect to the workshops, personal interviews, and time logs; the relevance of the time management material considering an individual's work situation and/or personal preferences; exposure to other time management sources before and after the workshop. A copy of the Follow-up questionnaire is attached in Appendix E.

Colleague rating scale. Participants were requested to voluntarily identify both a supervisor and a staff member who could rate them, subject to the following criteria: the colleague consented to rating the participant; the colleague had twice weekly contact with the participant; one of the contacts occurred in the participant's office; at least one of the contacts included discussion of work-related matters. In all, five participants (Participants 3, 6, 7, 12, and 17) met the criteria and consented to colleagues rating their time management behaviors.

The permission form requested permission to approach two staff members, one who was responsible to the participant and one who was the participant's supervisor. These individuals were asked to rate and to give their opinions of the participant's time management skills as a function of having completed the time management workshop. Participants placed their signatures above the names of the two colleagues they designated to rate their time management behaviors. Participants were asked to not communicate with colleagues concerning their ratings and were informed that the individual ratings could not be revealed, to

maintain confidentiality. Overall statistical averages of ratings were made available at the end of the study.

The colleague rating scale comprised three sections. The first section described the purpose of the rating scale as an assessment instrument to determine the degree to which changes in the participants' time management skills had become more apparent to individuals working in close association with her/him. The colleague was informed regarding the confidentiality of information obtained in the interview/rating scale. A colleague provided preliminary information including position title, the formal working relationship with the participant, for example, direct supervisor, secretary, etc., length of service in their present position, length of time worked in association with the participant, and location of the working area relative to the participant's.

The second section of the rating scale was composed of 16 items each of which were rated on a 7-point scale or a "don't know" alternative. Colleagues rated participants' effectiveness during the previous two weeks relative to before the time management workshop. The 7-point scale included alternatives ranging from "much less effective" as the most negative rating to "much more effective" as the most positive rating. The items to be rated were based upon important time management principles presented in Days 1 through 8 of the workshop. For example, item 1 was:"Scheduling work or time at the start of a work day (other than activities that have been previously scheduled, such as meetings, appointments, etc.)"; item 4 stated: "Working on long-term goals or top priority activities relative to working on routine, trivial tasks".

The third section of the rating scale included a single item rating the participant's overall effectiveness in time management skills using the 7-point rating scale, and four items which requested written responses. For example,

item 2 stated: "Other than the items in Part A, can you identify any specific changes that have occurred with respect to your colleague during the past two weeks as compared to before he/she began the Time Management course?".

The author was present throughout the period in which colleagues completed the rating scale in order to provide any clarification that was required.

Of the individuals who provided the ratings, all supervisors but none of the staff had completed the time management workshop. Ratings took place four-to-seven weeks following completion of workshops. The permission form and rating scale is attached in Appendix F.

Interobserver Reliability

Personal interview. Three observers assisted in the collection of reliability data. Two observers were undergraduate and graduate students in psychology at the University of Manitoba. The third observer was a secretary at the same university. The author and one observer simultaneoulsy recorded participants' responses during interviews, while ensuring that neither could view what the other had recorded.

The percentage of interviews for which reliabilities were conducted was: Baseline, 61%; Post-treatment, 47%; Follow-up, 59%; mean percentage across phases: 56%. An agreement or disagreement was obtained regarding each item in the interview. Reliability of observations was calculated by dividing agreements by agreements plus disagreements, times 100.

Daily time log. The secretary who assisted in collecting interview reliabilities also assisted in tabulating time log reliabilities. Two participants from each group were randomly selected and their time logs submitted to reliability checks. Thirty-three out of a possible 93 logs (35%) were checked. The analysis was blind, as in the initial analysis. In the data analysis, 22 categories of time management behaviors were identified and such

behaviors observed in logs were noted by checkmarks placed in the appropriate

category in summary data sheets. During reliability checks, each category was

checked for agreement in each experimental condition. Therefore, "point-by-

point" agreements or disagreements were possible. Reliability was determined

by dividing the number of agreements by the number of agreements plus disagree-

ments, times 100. Categories for which checkmarks were not enetered by either

observer were not included in reliability calculations.

Results

Interobserver Reliability

Concerning interrater reliability for the three groups combined, the mean

percent agreement for personal interviews in Baseline, Post-treatment, and

Follow-up was 99.8, 99.6, and 100, respectively. Mean agreement for references

to time management practices in the time logs was 29%, averaged across experi-

mental conditions.

Questionnaire and Direct-Observation Scores

Weighted interview responses. Responses to interview items were made with

reference to one of the following four categorical alternatives: frequency of

occurrence, proportion of opportunities, yes or no, or not applicable. In re-

sponding to frequency of occurrence or proportion of opportunities for question-

naire items, participants selected from four alternatives of decreasing frequencies

or proportions of opportunities (see Appendix C, pp. 140 - 142). For purposes of

data calculation, the latter four alternatives were re-formulated in terms of

"excellent", "good", "fair", or "poor" designations to accommodate interview items

for which low frequencies of occurrences or fewer proportion of opportunities re-

presented better time management practices (for example, see interview items 16 and 25).

To calculate percent scores in the weighted score analysis, "excellent",

"good", "fair", and "poor" responses were weighted 4, 3, 2, and 1, respectively.

"Yes" and "written corroboration provided" responses versus "no" and "no

written corroboration provided" responses were weighted 4 and 0, respectively.
The maximum score possible was determined by multiplying by four the total
number of questionnaire items minus "not applicable" responses. Percent
scores for interviews were determined by summing the weights obtained in inter-
view items divided by the maximum score possible, times 100.

The percent scores of weighted interview responses for the experimental
groups is shown in Figure 1. The multiple baseline across the three groups
reveals clear experimental control in direct-observation items at Post-treatment,
with some attenuation at Follow-up. For questionnaire items not requiring cor-
roboration, scores remained relatively stable across phases and at a higher level
than direct-observation scores.

Participants' individual performances were generally representative of the
directional effects of group data with the following exceptions. Questionnaire
performance for Participant 4 decreased across phases while direct-observation
performance showed little or no increase at Post-treatment for Participants 4,
8, and 14. Direct-observation performance at Follow-up was not sustained in
Participants 8, 9, and 14, returning to Baseline or below Baseline levels,
while Participants 5, 13, and 18 showed further improvement at Follow-up.
Individual data for weighted interview scores are presented in Figures A, B, and
C, attached in Appendix G.

This type of analyses reflects changes occurring within the poor-to-
excellent response continuum because of the differential weighting system
applied to responses. In this analysis corroboration scores are combined
with questionnaire scores in the direct-observation component. To compare
questionnaire responses with no corroboration to the questionnaire responses
in the direct-observation component, an analysis of "excellent" category
responses was done for the two classes of questionnaire responses.

First analysis of "excellent" category data. Percent scores were calcula-
ted for the "excellent" category scores and for yes/no responses, including 25
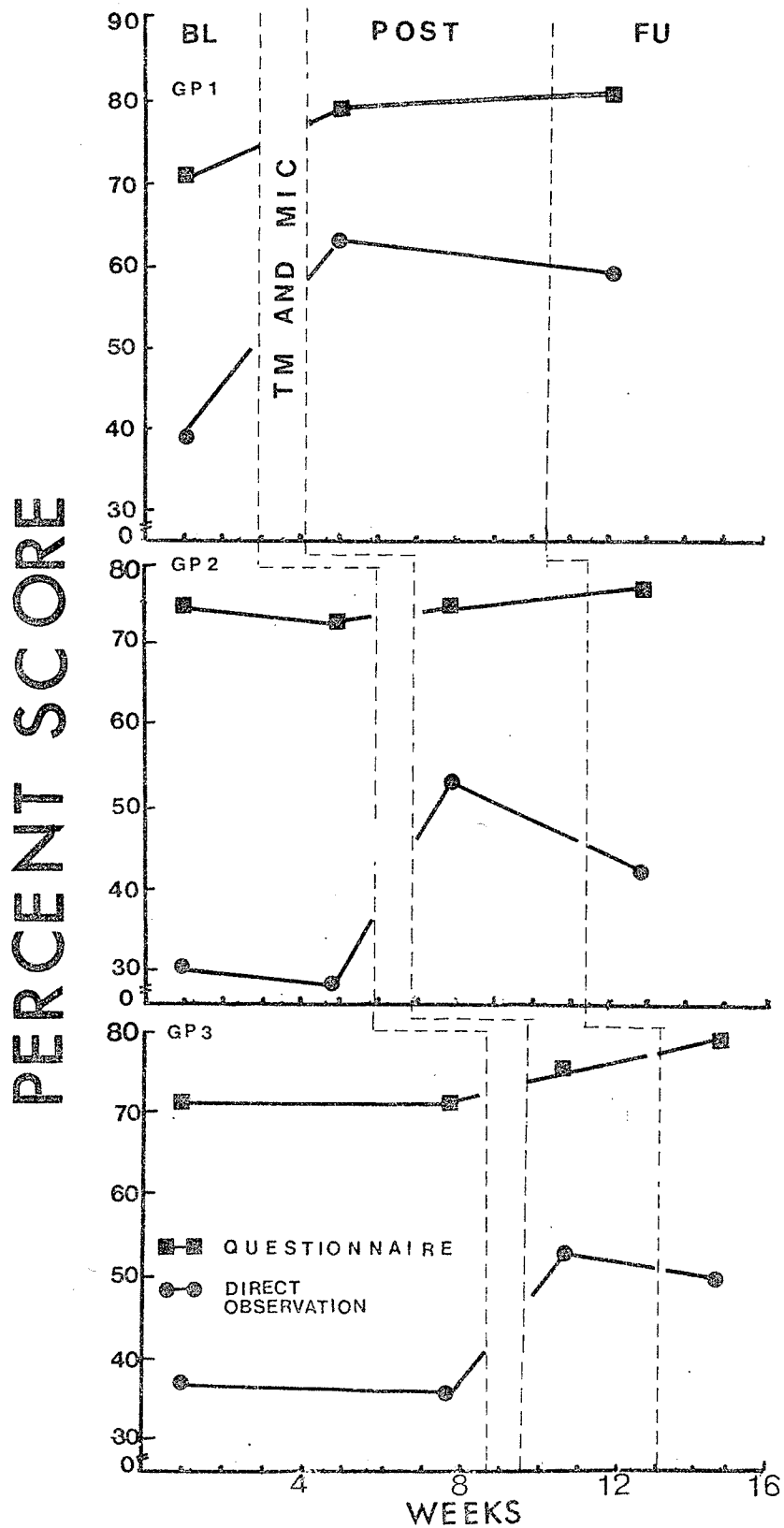
Figure 1. Weighted interview responses for Groups 1, 2, and 3. The filled squares represent questionnaire scores not requiring corroboration. The filled circles represent direct-observation scores which includes combined questionnaire and associated corroborational scores. The double vertical broken lines indicate the Time Management Workshop (TM) and Minimal Instructor Contact (MIC).

questionnaire items not requiring corroboration and 13 questionnaire items requiring corroboration, independent of the actual corroboration scores. For each interview, the number of "excellent" responses scored relative to the total possible excellent responses (minus "not applicable" interview items) was determined and converted to a percentage. For yes/no items, "yes" responses were scored as "excellent" equivalents.

The first analysis of "excellent" category data is presented in Figure 2. Experimental effects are evident in Group 1 for both questionnaire measures and are evident for only the questionnaire component of direct-observation items in Group 2. No clear evidence of experimental control was apparent in Group 3. This data shows that for all groups questionnaire scores or items with no potential corroboration were consistently higher than the scores of the questionnaire component of direct-observation items. Therefore in the following analysis "excellent" category data was examined separately for combined questionnaire items relative to corroboration items.

Second analysis of "excellent" category data. The second analysis of "excellent" category percent scores were calculated in the same manner as described above for the entire set of questionnaire items (combining the sets of 25 and 13 items) and separately for the 13 corroboration components, i.e., determining the percentage of corroboration items for which written evidence of behavior change was actually obtained.

Figure 3 shows "excellent" category percent scores obtained in total questionnaire items (not including corroborative scores) and percent of corroboration item components (for which corroboration was provided). The multiple baseline shows clear evidence of control in the corroboration component items across all groups, but only Group 1 showed an experimental effect for total questionnaire items.
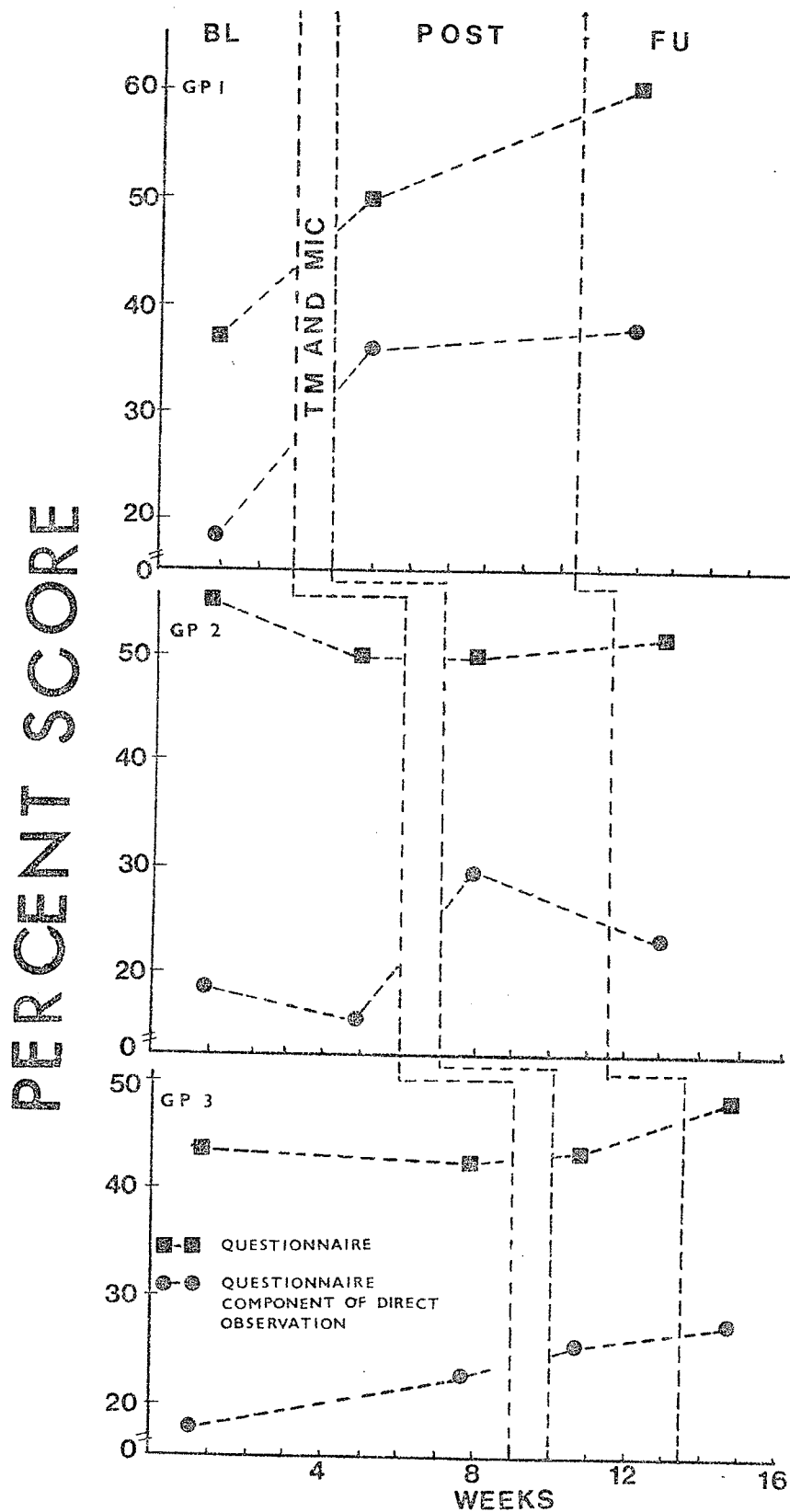
Figure 2. First analysis of "excellent" category data for Groups 1, 2, and 3. The filled squares represent questionnaire scores for which corroboration was not requested. The filled circles represent questionnaire scores for items requiring corroboration, independent of the actual corroboration scores. The double vertical broken lines indicate the Time Management Workshop (TM) and Minimal Instructor Contact (MIC).
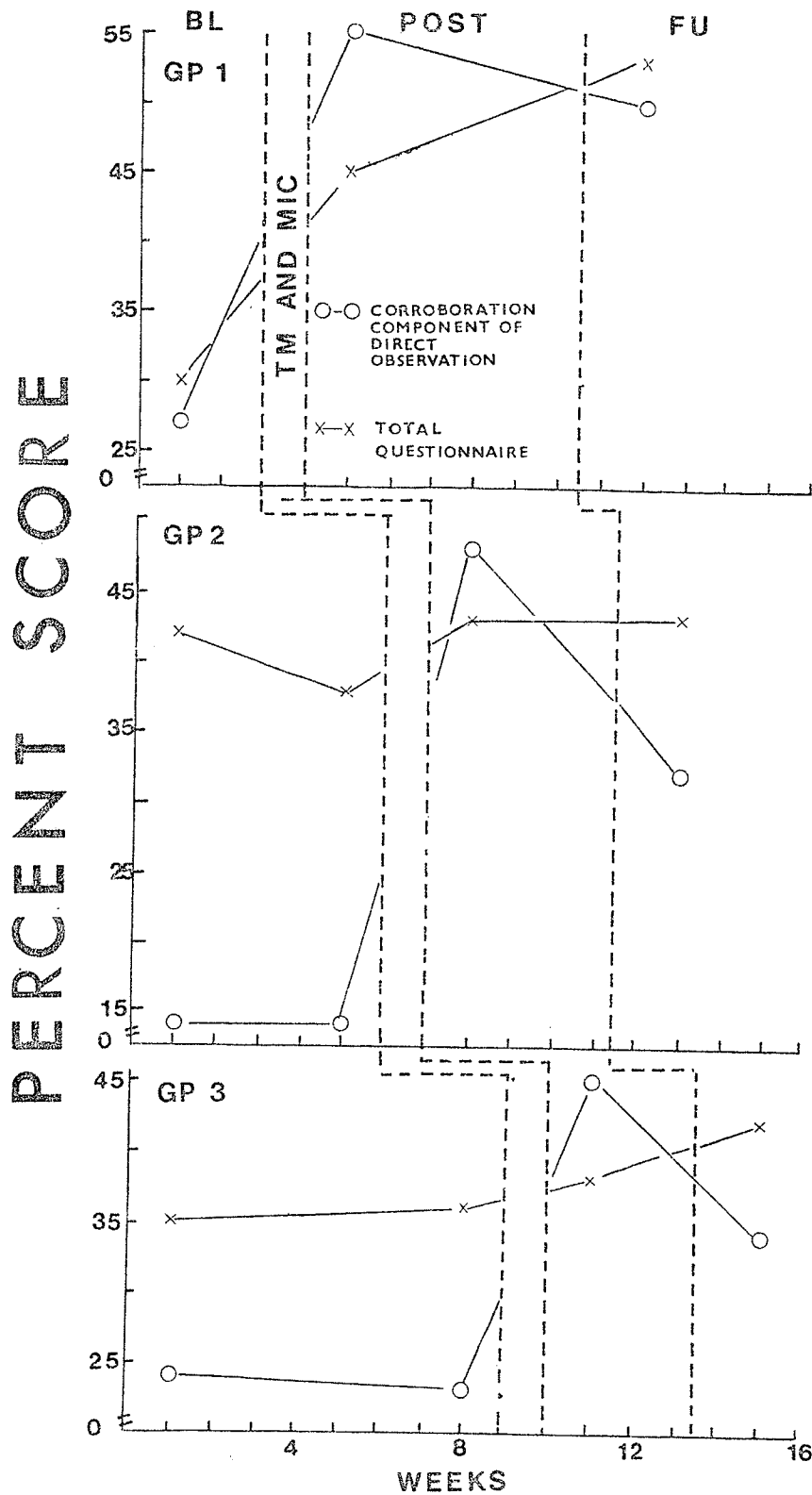
Figure 3. Second analysis of "excellent" category data for Groups 1, 2, and 3. The open circles represent corroboration scores. The X's represent combined questionnaire scores. The double vertical broken lines indicate the Time Management Workshop (TM) and Minimal Instructor Contact (MIC).

These results show that the workshop produced the greatest percent improvement in written evidence indicating behavioral change than in questionnaire responses of change.

Percent change scores. Baseline versus Post-treatment percent change for weighted interview scores is presented in Table 2. Largest percent increases occurred in direct-observation scores, even discounting the relatively large increases contributed by Participants 3, 11, and 16. This analysis does not include data obtained for Groups 2 and 3 just prior to the time management workshop.

Daily Time Log

The mean frequency of references to time management practices across groups in time logs in Baseline, Post-treatment, and Follow-up was: .58, 1.3, and .99 citations per log, respectively. However, due to the very low interobserver reliabilities obtained, these data should be interpreted with caution. For the same three experimental phases, the mean number of "changes in activity" across groups was: 23.2, 16.5, and 14.3 changes per log, respectively.

Social Validation

Time management workshop. Participants rated each day of the workshop using a scale of one-to-seven in which a rating of one was a very poor score and a rating of seven was a very high score. Averaged across all participants and days of the workshop, the ratings of the manual pertaining to clarity and readability and to the overall usefulness or value for the participants were 5.81 and 5.84, respectively.

Follow-up questionnaire. In response to the question: "Since the previous interview, have you put into practice any time management procedures that have improved the effectiveness of your work or your personal life?", 11 out of 17 participants responsed affirmatively to the "work" aspect; 7 out of

Table 2

Baseline versus Post-Treatment Percent Change for

Weighted Personal Interview Scores

Type of Interview Item [a]

	P	Direct-Observation	Questionnaire	Total Interview
Group 1				
	1	57	16	35
	2	56	23	38
	3	138	17	53
	4	24	-7	5
	5	79	4	26
	6	52	16	29
Mean		68	12	31
Group 2				
	7	71	-1	22
	8	27	3	9
	9	59	4	23
	11	135	4	35
	12	93	-11	21
Mean		77	-2	22
Group 3				
	13	36	7	20
	14	24	15	19
	15	29	-4	7
	16	390	24	78
	17	67	3	20
	18	24	2	12
Mean		95	8	26
Mean Groups 1, 2, and 3:		80	6	26

[a] Direct Observation - combined questionnaire and associated corroboration component scores

Questionnaire - questionnaire items for which corroboration was not requested

Total Interview - combined direct-observation and questionnaire scores

17 participants responded affirmatively to the "personal life" aspect.

In response to the question: "How relevant was the time management material for you, considering your work situation and/or personal preferences?", "very relevant" was cited by all participants in Group 1, two in Group 2, and three in Group 3. Other participants found the material to be at least of some relevance; none said it was irrelevant.

Only three of 17 participants said they had no previous exposure to time management materials other than through the workshop; nine participants indicated they had come in contact with time management materials since the workshop.

Colleague rating scale. Supervisor and staff ratings of five participants are presented in Figure 4.

The lower panel shows separate ratings of supervisors and staff for 16 time management behavior categories, comparing "before" and "after" performance as above. Supervisors tended to see greater improvements in time management skills generally than did staff.

The upper panel shows combined supervisor and staff (N = 10) ratings of participants' overall "effectiveness" in time management skills during the two weeks prior to the interview relative to before the workshop. Eight of the ten raters cited colleagues as more effective.

For the four items requesting written responses, some raters cited several responses for some items. Overall, for the period since the time management workshop, supervisors identified 20 behaviors and staff identified 10 behaviors which showed positive changes. Supervisors cited improvements in such behaviors as planning for meetings, an organized desk and work area, and priorizing and deadlining activities. Staff identified improvements in discussing daily
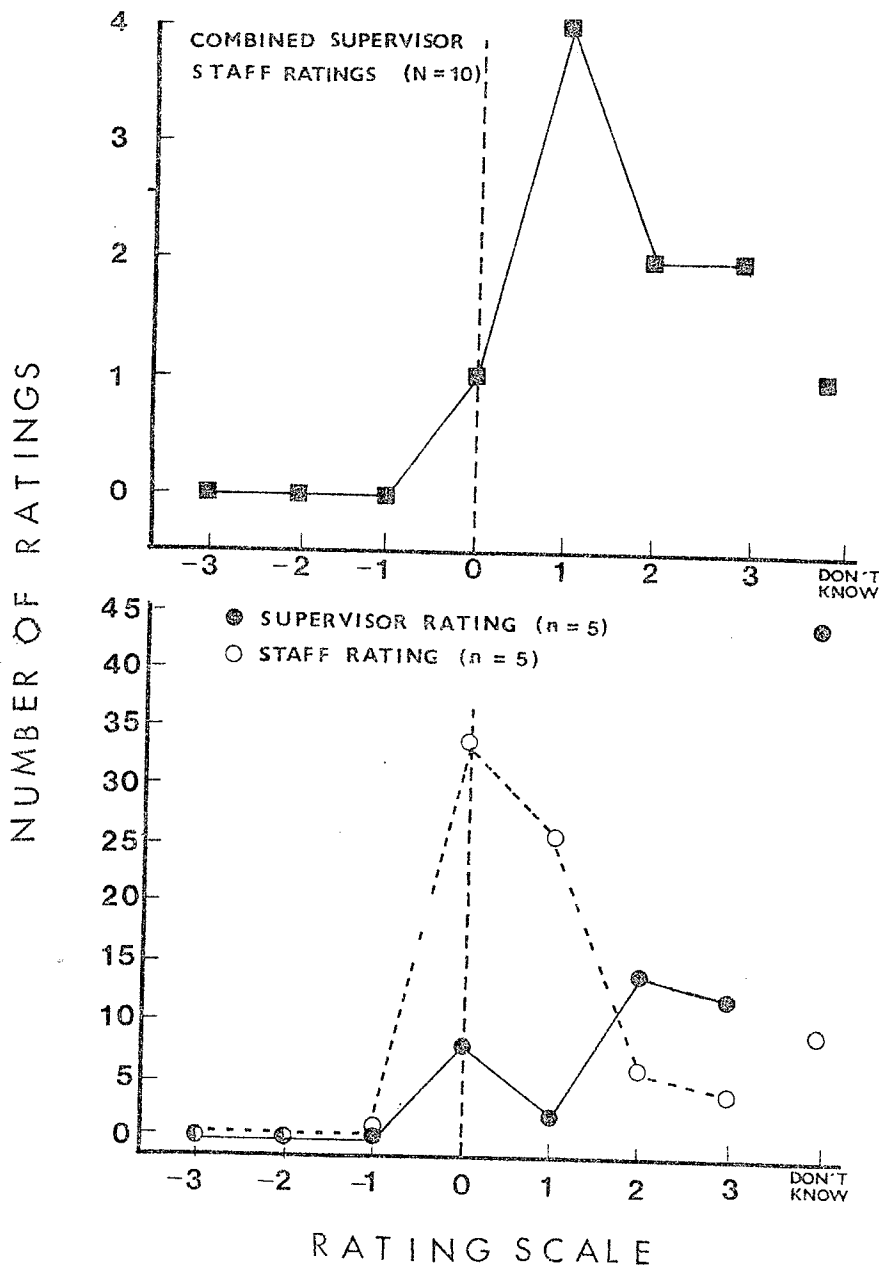
Figure 4. Supervisor and staff ratings of time management behaviors
for five participants in Groups 1, 2, and 3. The lower
panel depicts separate supervisor and staff ratings for
16 time management behavior categories comparing perform-
ance before and after the time management workshop. The
upper panel shows combined supervisor and staff ratings
of participants' overall "effectiveness" in time manage-
ment skills during the two-week period prior to the rating
interview relative to before the workshop. The 7-point
scale ranges from "much less effective" as the most
negative rating to "much more effective" as the most
positive rating. Zero represents "no apparent difference".

objectives with staff, delegation of tasks, organizing the work area, and spending more time working on long-term goals. There were two supervisor and four staff responses of no change in behaviors, and three responses from staff indicating worse performance. Negative appraisals included doing tasks unassisted, requesting fewer interruptions from staff in an undiplomatic manner, and failing to inform staff of reasons for changes in managerial behaviors. There were seven supervisor and four staff responses to the "don't know" alternative.

Discussion

These data indicate that the self-instruction manual in conjunction with minimal therapist contact increased the degree to which most participants said they performed time management practices and the degree to which most participants provided written examples to corroborate improvements in time management practices.

Of interest in these findings is that questionnaire items for which written substantiation would be difficult to obtain improved an average of only 9% in Baseline versus Post-treatment. Percent scores for questionnaire items were always greater than for the questionnaire component of direct-observation items. This suggests that questionnaire items for which corroboration is unlikely are "inflated" and may represent a "ceiling effect" for items of this type.

In the "excellent" category analysis (see Figure 3) responses in Group 1 were not entirely consistent with those obtained in Groups 2 and 3. In

Baseline Group 1 participants said their time management behaviors were not excellent and corroboration scores tended to substantiate this. At Post-treatment, the time management workshop increased what they actually did and this was again consistent with what they said about the rate or proportion of time management behaviors in which they engaged. The reason for this discrepancy between Group 1 versus Groups 2 and 3 is not readily apparent. Group 1 participants had been in their present positions for less time and supervised fewer employees than participants in Groups 2 and 3. In the Follow-up questionnaire Group 1 individuals said they put into practice more time management techniques that made their work and personal life more effective than did Groups 2 and 3. Group 1 and 3 had several features in common, for example, each was composed primarily of heads or acting-heads of departments, each had four male and two female participants, and each reported about the same exposure to time management materials, other than the present workshop.

"Excellent" category data were analyzed separately because this category represented the most desirable responses, viz., that participants said time management functions were performed one or more times per day, were performed 76 to 100% of all available opportunities, answered "yes", or that corroboration was available. Data presented in Figures 2 and 3 show considerable improvement within this category for both the questionnaire component of direct-observation and the corroboration component for Group 1, and for the corroboration component for Groups 2 and 3.

Concerning time log data, on the average somewhat less than one (.58) time management practice per log was cited in Baseline, relative to 1.3 citations at Post-treatment, an increase of 126%. Mean changes in activity per log, in which participants recorded each time they began a different task,

was about 23 in Baseline and 16 at Post-treatment, a decrease of 33%. The relatively infrequent inclusion of references to time management practices in the time logs is discussed in the General Discussion section. Decrements in activity changes are important because much time can be wasted in changing from one task to another and in covering "old ground" in order to restart work on the same task.

Social validation data indicated that participants found materials in the manual easy to follow and to be of use or value; most participants said time management practices made their work, and to a lesser degree their personal lives, more effective. More than half (65%) of the participants found the material to be "very relevant" to their situations. In supervisor and staff ratings of participants' "effectiveness" and time management proficiency, both groups noted improvements in their colleagues following the workshops, with supervisors citing more improvements than staff. All supervisor (but none of the staff) were participants in the workshop which may have made changes in the time management practices of their colleagues more readily discriminable.

EXPERIMENT II: A FIELD TEST COMPARISON, WITH NO INSTRUCTOR CONTACT, OF A SELF-INSTRUCTION TIME MANAGEMENT MANUAL AND A TIME MANAGEMENT TEXT

The time management workshop did not constitute a field test of the manual alone since an instructor was present to assist participants in working through the material and to provide some additional information and prompting. EXPERIMENT II was carried out in an attempt to field test the relative effectiveness of the manual versus a widely sold time management paperback with managerial staff, under no-instructor contact conditions.

Method

Experimental protocols were identical to those in EXPERIMENT I except as described below.

Setting and Participants (as in EXPERIMENT I)

Participants were recruited through an advertisement, as in EXPERIMENT I. Subsequently, participants were informed by memo that a different version of the course would be offered. The memo stated participants would receive course materials in approximately three weeks and would be later contacted to determine their usefulness. Participants were invited to enroll in the original version of the course, to be held sometime in the future. A copy of the memo is attached in Appendix H. The participants were primarily nurses, assistant head nurses, clerical staff, and health and social sciences personnel. Participant characteristics are presented in Table 3.

Independent Variables

Participants received either the self-instruction time management manual (see Appendix A) or Alan Lakein's "How to get control of your time and your life" (a Signet paperback), reputed to be a best-selling time management book (Hall, 1977, p. 5). Visits to more than six local retailers by the author and others revealed the book was usually available at most of these outlets and was often sold out.

The time management material was delivered by the author to each participant at their office. Participants received written instructions regarding working through the manual (based upon data from participants in EXPERIMENT I) or through the book (based upon the author's experience in reading through the book). Instructions for participants receiving the self-instruction manual included working an average of an hour per day on the manual which would require eight total hours to read through and implement all of the steps.

Table 3

Participant Characteristics

EXPERIMENT II

	P	Sex	Position Description	Months in Position	Employees Supervised	Interview Data (Baseline) % Score		
						Direct Observation	Questionnaire	Total Interview
Manual	20	M	Asst. Head Nurse	30	12	20	64	41
	23	M	Social Counsellor	48	nil	23	76	46
	24	M	Social Counsellor	60	nil	47	71	58
	28	M	Behavior Counsellor	20	nil	18	62	38
	30	F	Asst. Head Nurse	3	9	22	60	41
	32	F	Food Supervisor	20	21	39	81	60
	34	F	Clerical Supervisor	33	3	31	74	52
	Mean			31	6	29	70	48
Book	21	M	Asst. Head Nurse	9	15	20	74	47
	22	F	Acting Asst. Director	7	4	31	71	50
	25	F	Executive Secretary	15	nil	34	63	48
	26	M	Social Counsellor	72	nil	14	64	38
	29	F	Head Nurse	5	19	33	79	55
	31	F	Program Supervisor	53	1	33	81	55
	33	F	Asst. Head Nurse	43	10	18	61	40
	Mean			29	7	26	70	48

Participants receiving the time management book were instructed to read at least two chapters per day which would require about two weeks to read through the book. Participants in both groups were prompted to apply in the third week everything they found to be relevant. Also, each participant received the instructions regarding the "important rules of research" received by participants in EXPERIMENT I. The three sets of instructions are attached in Appendix I. Participants were advised to work through the manual or book themselves and that there would be no contact with the author until contacted in approximately three weeks to arrange the next personal interview.

Dependent Variables

Personal interview. Participants were given the same personal interview instrument (see Appendix C) under the interview conditions described in EXPERIMENT I. Interviews occurred at Baseline, Post-treatment, and Follow-up.

Daily time log. Participants completed time logs and data analyses were carried out in the manner described in EXPERIMENT I. Three logs were completed in Baseline and single-day logs were completed at Post-treatment and at Follow-up.

Experimental Groups

Fourteen individuals participated in EXPERIMENT II and were assigned to either the "Manual" or "Book" groups (n = 7). An attempt was made to equate groups by matching participants in each group according to relevant characteristics such as scores obtained in the Baseline personal interview, similar job functions, number of months in their present positions, and number of employees supervised (see Table 3). Two participants, Participants 19 and 27, withdrew from the course following the Baseline personal interview; their data was not included in the experiment.

Experimental Design

A two-group pretest - posttest design with follow-up was used to evaluate the time management materials with no-instructor contact. During Baseline

participants completed a personal interview and three one-day time logs. The
time management materials were delivered to participants about three weeks
after the Baseline interview. At that time they were informed that the author
would contact them in approximately three weeks to arrange the next personal
interview. Approximately one month following the Post-treatment interview,
participants were contacted regarding a Follow-up interview. They had not
been previously informed of the Follow-up interview. Restrictions regarding
interview responses and corroboration acceptability were as those described
in EXPERIMENT I. Each group received personal interviews, course materials,
and time logs at approximately the same time.

Social Validation

Participants completed the same Follow-up questionnaire as in EXPERIMENT I
(see Appendix E).

Interobserver Reliability

Personal interview. Reliability observations and calculations were con-
ducted as in EXPERIMENT I. The percentage of interviews for which reliabili-
ties were conducted, with the first number representing the Manual group and
the second the Book group, was: Baseline, 71% and 57%; Post-treatment, 71% and
86%; Follow-up, 29% and 29%; Mean percentage across phases: 57% and 57%.

Daily time log. Procedures and calculations were the same as those in Experi-
ment I. Three participants from each group were randomly selected and their time
logs submitted to reliability checks. Thirty out of a possible 68 logs (44%)
were checked.

<div align="center">Results</div>

Interobserver Reliability

For personal interviews the mean percent interrater agreements by phase, with
the first and second numbers referring to Manual and Book groups, respectively,
were: Baseline, 99.4 and 100; Post-treatment, 99.4 and 100; Follow-up, 100 and

98.5. Mean interrater agreement for time management practices cited in the time logs was 28%, averaged across groups and phases.

Questionnaire and Direct-Observation Scores

Calculation of scores was the same as in EXPERIMENT I.

Weighted interview responses. Weighted interview data is presented in Figure 5. Clearly, larger increases in scores occurred in the Manual group, considering scores in Baseline were approximately equivalent, with the greatest difference between groups obtained in direct-observation interview items (combined questionnaire and corroboration data). At Follow-up, Post-treatment performance maintained in the Manual group, but to a much lesser degree in the Book group.

Directional effects obtained in total interview and direct-observation scores for each group were representative of individual performance. In the Manual group, Participant 23 showed small changes across phases. In the Book group, participants who were not representative of group directional effects were Participants 21, 22, 29, and 31 who were generally unaffected or showed decrements in performance on measures across phases. Individual data for weighted interview scores are presented in Figures D and E, attached in Appendix J.

First "excellent" category data. These data are presented in Figure 6. The lower panel depicts percent of responses for the 25 questionnaire items for which corroboration was not requested and for the 13 questionnaire components of direct-observation items. Corroboration scores were not included in the analysis. Performance scores were higher in the Manual group for both types of questionnaire items, and substantially greater in questionnaire items for which corroboration was requested.

Second "excellent" category data. The upper panel of Figure 6 presents data for total questionnaire items (combining scores of both types of questionnaire items depicted in the lower panel) and for the corroboration component. Performance was superior in the Manual group, with the most improvement for both groups occurring in the corroboration component. In the cor-
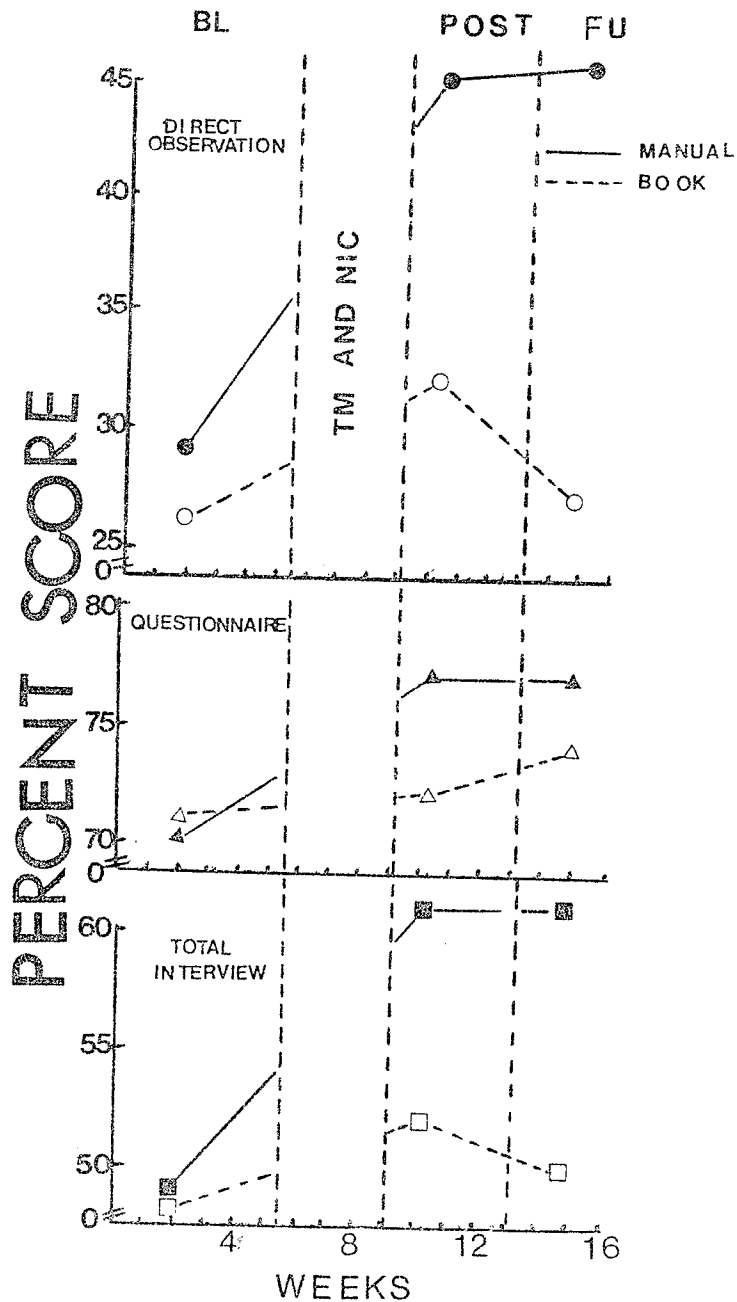
Figure 5. Weighted interview responses for the Manual and Book groups. Solid curves represent the Manual group; broken curves represent the Book group. Direct-observation scores include combined questionnaire and associated corroboration scores; questionnaire scores include scores for interview items for which no corroboration was requested; total interview scores represent combined direct-observation and questionnaire scores. The double vertical broken lines indicate the Time Management materials (TM) and No Instructor Contact (NIC)
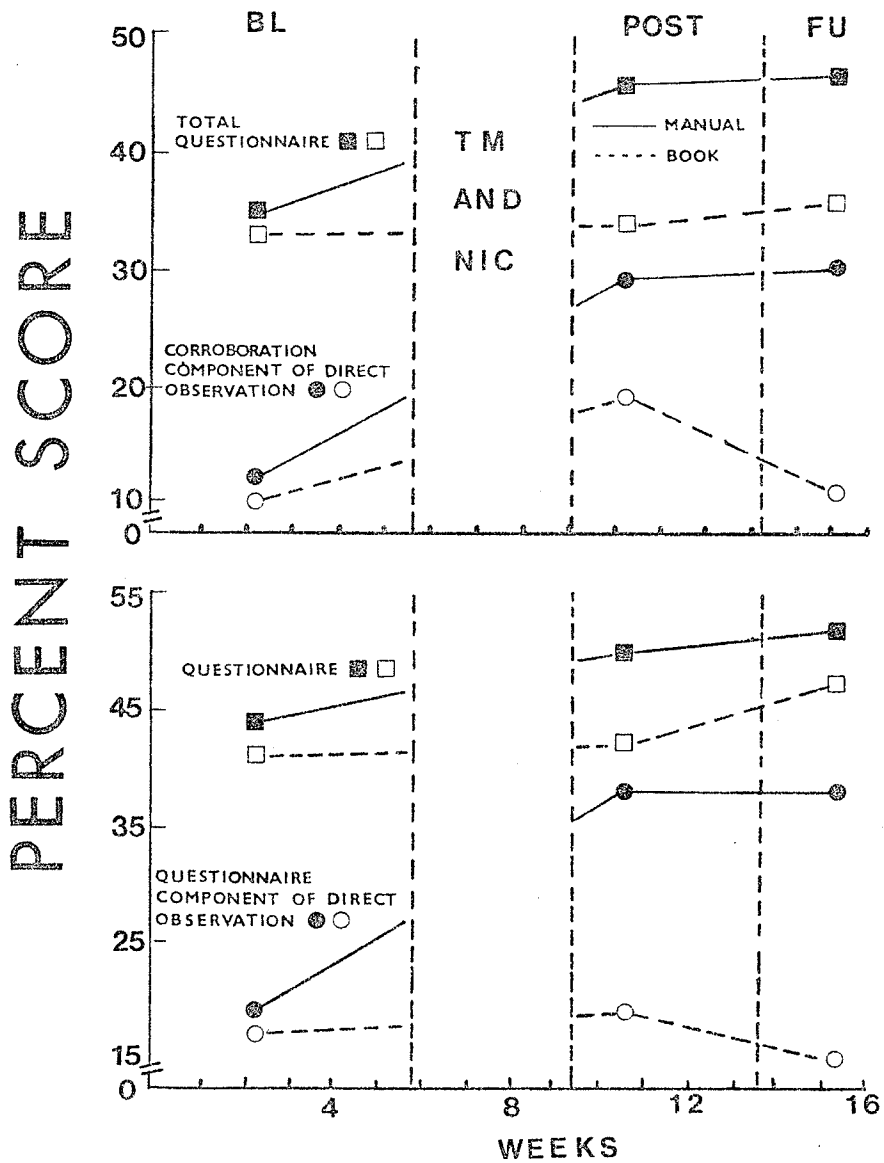
Figure 6. First and second "excellent" category data for the Manual and Book groups. Solid curves represent the Manual group; broken curves represent the Book group. In the lower panel squares represent questionnaire scores not requiring corroboration and circles represent the questionnaire component scores of direct-observation items, independent of corroboration scores. In the upper panel, squares represent total interview scores calculated by the combination of questionnaire and direct-observation scores and circles represent the corroboration component scores of direct-observation items, independent of their associated questionnaire scores. The double vertical broken lines indicate the Time Management materials (TM) and No Instructor Contact (NIC).

roboration component at Follow-up. Post-treatment performance was maintained in the Manual group but not in the Book group.

Percent change scores. Figure 7 shows percent change in scores for Baseline versus Post-treatment for questionnaire and direct-observation items for the Manual and Book groups. Larger percent improvements were obtained in the Manual group for both measures, the direct-observation measure showing a considerably greater increase.

Daily Time Log

The mean frequency of references to time management practices for each group, with the first number representing the Manual group and the second number representing the Book group, was: Baseline: .60, .81; Post-treatment: .33, .86; and Follow-up: 1.14, .86. The mean number of "changes in activity" for each group for these phases was: 17.7, 31.6; 15.8, 20.3; and 15.3, 14.7, respectively.

Social Validation

Follow-up questionnaire. In response to the question: "Since the previous interview, have you put into practice any time management procedures that have improved the effectiveness of your work or your personal life?" four participants in the Manual group and three participants in the Book group answered affirmatively with respect to their work and four participants in each group replied affirmatively with respect to their personal lives.

In response to the question: "How relevant was the time management material for you, considering your work situation and/or personal preferences?", three participants in the Manual group and one in the Book group found it to be quite relevant; two participants in each group said the material was not very relevant; the responses of remaining participants were intermediate to these judgements.
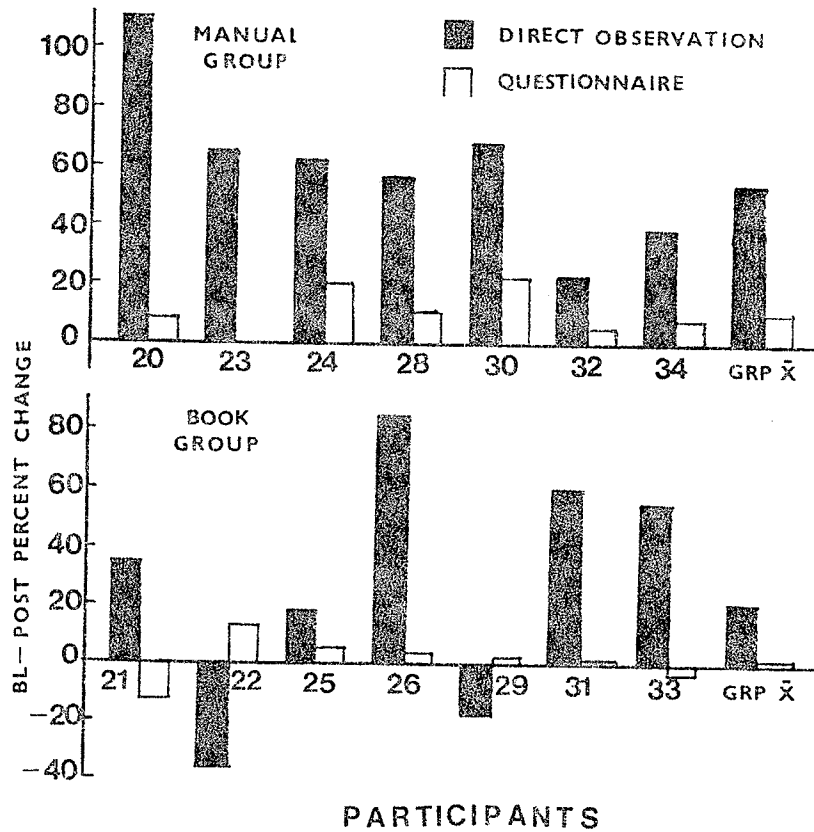
Figure 7. Baseline – Posttreatment percent change scores for
direct-observation and questionnaire scores. The
upper panel depicts percent change scores for the
Manual group; the lower panel depicts percent change
scores for the Book group.

Regarding exposure to time management materials before and after treatment, one participant in the Manual group had no prior exposure and three indicated no subsequent exposure; in the Book group all said they had previous exposure and two had subsequent contact with time management materials.

General Discussion

In EXPERIMENT I a self-instruction manual with minimal instructor contact was presented to middle and senior management staff of a large institution for the retarded. In EXPERIMENT II the self-instruction manual and a popular time management book were field tested with primarily middle-management staff in the same institution, under no-instructor contact conditions.

In both experiments questionnaire items for which written substantiation was highly unlikely or impossible (e.g., "When one of your employees has nothing to do, do you immediately give him/her some of the task you're working on?") were claimed to occur at a higher level generally than questionnaire items for which substantiation was subsequently requested. Time management researchers using a questionnaire instrument as their primary data source should consider that differential results or increased variability in the data may occur as a function of this characteristic of questionnaire items. This problem may be of concern in evaluations which occur only at Post-treatments since questionnaire items for which corroboration is unlikely may tend to produce more favourable results than would be otherwise justified.

Concerning the daily time logs, several factors may account for the low number of time management practices recorded in the logs. Participants were instructed to record their major activity during the previous 15 minute interval, therefore it is possible that any one of a number of time management behaviors such as planning or priorizing the day's activities, determining delegation of

tasks, listing out-going phone calls, and so on, required only a few minutes to accomplish and therefore were not considered to be the major activity in the interval. Other time management practices may not have been described explicitly enough to be identified as such in the data analysis. At Post-treatment and Follow-up, participants completed one-day logs. One-day logs were used in response to feedback in Baseline which indicated participants found completion of three days of logs somewhat disagreeable. One-day logs are likely to be insensitive to time management practices which do not occur daily such as planning for the week, preparing an agenda for a meeting, setting deadlines for priority activities, and so on. Also, it is possible that participants were slowly incorporating time management practices into their work schedules since adopting them may have required several days or weeks of experience with one technique before another technique could be adopted.

Corroboration data was separately analyzed in both experiments. Most experts in time management have stressed the importance of stating, in writing, goals, deadlines, planning of activities, priorization of activities, etc. In the present experiments an attempt was made to verify that certain time management practices had taken place by asking participants for written examples. Results indicated use of the manual produced the largest increases in corroboration scores relative to other measures assessed. Participants were able to produce objective evidence of behavior change along a number of time management dimensions identified as important by many experts in the field. It should be noted that participants were requested to provide only single examples as substantiation. Therefore corroboration for an interview item indicated that

only one example was provided, and in these experiments no attempt was made
to ascertain the total number of corroborations which could be obtained
for any particular time management practice in a given period of time.
Future investigators may request participants to provide as many written
examples as possible of important time management practices within a particular
period of time in order to better assess the actual frequency of such
practices.

In terms of increasing corroboration scores, percent improvements in
Baseline versus Post-treatment scores were nearly identical for users of
the manual in both EXPERIMENT I and EXPERIMENT II (mean = 145% and 142%,
respectively). These results suggest that if an important objective of a
time management course is to develop skills involving written components,
these can be obtained solely through the use of the self-instruction manual
investigated in this research.

With respect to durability of effects, corroboration scores in EXPERIMENT I
decreased somewhat at Follow-up, but were relatively independent of the number
of weeks to Follow-up (range 4 to 7 weeks). For this measure, effects were
more durable in the Manual group in EXPERIMENT II, showing no decrease in
percentage scores at Follow-up (mean = 4 weeks to Follow-up). Whether greater
durability of time management practices under no-instructor contact conditions
is a reliable finding needs to be investigated in future research.

Within these experiments evidence of improvements in time management
behaviors was sought primarily through interview and time log data. A funda-
mental question needs to be addressed. Although this research indicates that
improvements in important aspects of time management practices can be obtained,
what is the effect upon other, perhaps more crucial aspects of individuals'
work responsibilities? Future investigators should consider identifying or

developing more directly-relevant dependent measures, perhaps in collaboration with participants' supervisors and senior management. Such indices may be idiosyncratic to particular work situations or job functions but could include such measures as the percentage of organizational targets achieved in a specified period of time; the number of priority activities completed; improved productivity of employees, especially where objective measures are available as in production-line output, and so on. An important adjunct would be the specification of a reinforcement contingency for achieving targeted time management objectives.

This investigation obtained reliable and objective measures of change in a number of behaviors crucial to good time management practices, as identified by experts in the field. A self-instruction manual was developed which produced objective, durable, and reliable evidence of improvement across a number of time management practices in a manner which was both acceptable to participants and discriminable to colleagues.

These data suggest that increases in time management proficiency can be obtained in individuals using self-instruction time management materials with no instructor contact. In addition, the data revealed that time management material arranged in a manual which provides step-by-step instructions and a planning and calendar system in which to "plug in" time management practices produces more objective and durable behavior change than similar materials presented in a read-for-information (i.e. book) format.

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APPENDICES

APPENDIX A

A TIME MANAGEMENT PROGRAM

AND PLANNING CALENDAR FOR SUPERVISORS

A TIME MANAGEMENT PROGRAM AND PLANNING

CALENDAR FOR SUPERVISORS

by

Garry Martin, Sandra Koop and Frank Hanel

Contents

Introduction: Why time management?

Do the following "typical" situations apply to you?

- short-term "crises" tend to manage your day (this means frequent interruptions, restarts, and time wasted covering old ground).

- time is wasted in meetings that accomplish little because decisions are not recorded and deadlines for their execution are not set.

- managers have not appropriately delegated authority and responsibility to their staff, so that there are frequent interruptions, conflicting expectations, and much wasted time on both sides.

- your work setting has a cluttered desk and a disorganized filing and data system.

- you feel that your work is frequently interrupted and that you are not able to complete important tasks.

- you frequently feel "swamped" with the daily activities at work and that there is not enough time in the day to do everything.

Time management consists of a set of suggestions and guidelines for helping individuals overcome the above types of difficulties. Effective time management does not necessarily mean becoming a compulsive clockwatcher, or someone who is frequently upset about being late or wasting a minute (and who, in turn, influences others around to become upset). Rather, time management techniques help an individual to minimize time wasters and maximize time savers so that important priority goals are more likely to be accomplished in the work situation.

Experts on time management have written numerous books describing how people can acquire effective time management skills. However, it is one thing to recommend in text-book form that an individual follow various guidelines, and it is some-thing else again for that individual to actually carry out all of the details of effective time management practices. In this manual, we have done much of the work for you. We have taken the important components of time management and arranged them in an easy-to-follow, step-by-step sequence. Also, we have designed a time management planning calendar. If you follow the steps that we have outlined use the planning calendar on a daily basis, and evaluate your time savers and time wasters with the easy-to-use checklist at the end of each week, then we con-fidently predict that you will significantly increase time spent on high-payoff activities, maximize time savers, and minimize time wasters.

Step One: A personal time management questionnaire

People misuse time in a variety of ways. Mackenzie* sampled managers in 14
countries and identified 15 top time wasters, including items such as telephone
interruptions and ineffective delegation, which were problems for most managers.
In order to improve your personal time management skills you should identify those
ways in which you are using time ineffectively, as well as various methods for
saving time. The following questionnaire is designed to help you determine
what kind of time manager you are by assessing the extent to which you engage in
good time management behavior.

Please read the definitions given below to make sure you understand them. Then
check the appropriate column for each of the following questions, unless other-
wise specified. It's important that you be as honest and accurate as possible
when answering these questions.

```
often     = one or more times per day
sometimes = one or more times per week, but not daily
rarely    = one or more times per month, but not weekly
never     = less than once per month
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PERSONAL TIME WASTERS

	often	sometimes	rarely	never	not applicable
1. Paperwork (such as "junk" mail, correspondence, etc.) tends to pile up and I have to go through the pile more than once.					
2. After an interruption I start thinking of other things and have difficulty getting back to the task I was working on.					
3. I do the same tasks I did before promotion to my present job.					
4. I spend time procrastinating and wondering "what should I do next?"					
5. Short-term "crises" disrupt my day.					
6. I use "prime time" (i.e., those times that I work best) to work on trivial tasks.					

TIME WASTERS INVOLVING OTHERS

7. Others are likely to misplace important papers or books of mine.					
8. Interruptions (such as phone calls or visitors) are accompanied by idle conversation and socializing.					

*Mackenzie, A. Time management techniques for you and your staff. Chicago:
     The Dartnell Corporation, 1975.

	often	sometimes	rarely	never	not applicable
often = one or more times per day sometimes = one or more times per week, but not daily rarely = one or more times per month, but not weekly never = less than once per month					
9. I spend a lot of time doing things requested by others, because when they ask, I don't have anything in particular planned for myself to do.					
10. After an absence, a lot of work has piled up that could have been done by my staff. Answer yes or no. yes_____ no_____					
11. My staff shift work to me that could be done by them.					
12. My staff make decisions which must be over-ruled.					
13. I delegate work to staff with little concern for their priorities.					
14. I leave tasks unfinished when they could be delegated to staff to complete.					
15. I make decisions that could have been made by my staff.					

If you answered most of these 15 questions with "rarely", or "never", then your time management skills are probably quite good. However, if most of your responses were "often" or "sometimes" you have room for improvement. This manual will show you how to minimize those Time Wasters which are a problem for you.

PERSONAL TIME SAVERS

	often	sometimes	rarely	never	not applicable
1. I have a detailed written list of long-term objectives. Answer yes or no. yes_____ no_____					
2. I write out my priority activities each day.					
3. I plan and schedule the majority of my work time at the start of a work day.					
4. I schedule a specific "quiet time" to work without interruptions.					
5. I set reasonable deadlines for important activities.					
6. I keep my office area organized to decrease the likelihood of socializing, daydreaming, looking out the window, etc.					

	often	sometimes	rarely	never	not applicable

often = one or more times per day
sometimes = one or more times per week, but not daily
rarely = one or more times per month, but not weekly
never = less than once per month

		often	sometimes	rarely	never	not applicable
7.	I "group" my phone calls (i.e., make them all at one time).					
8.	My desk top contains only the project on which I'm currently working.					
9.	Before starting a task I check to see that all necessary information is available and all prerequisite activities have been performed.					
10.	I work on the most important tasks first.					
11.	I have tasks available to work on when I find myself in waiting situations or with 5 to 20 spare minutes.					
12.	I complete high priority tasks within their assigned deadlines.					
13.	I plan and schedule my time for the week at the start of a work week. (Note: "sometimes" is the best possible answer for this question.)					
14.	I systematically examine various alternatives to avoid choosing less efficient solutions.					

TIME SAVERS INVOLVING OTHERS

		often	sometimes	rarely	never	not applicable
15.	I review my daily objectives and priorities each morning with my key staff.					
16.	When I delegate responsibilities, I indicate both the results I desire and their deadlines.					
17.	I immediately inform my staff about job-related changes, objectives and priorities.					
18.	I take time to properly train staff.					
19.	My key people delegate to their staff all work that is included in the job description of their staff.					
20.	My staff take the iniative in assignments without waiting for my approval.					
21.	I delegate to my staff all work that is included in their job.					

	often	sometimes	rarely	never	not applicable

often   = one or more times per day
sometimes = one or more times per week, but not daily
rarely   = one or more times per month, but not weekly
never   = less than once per month

	often	sometimes	rarely	never	not applicable
22. I immediately follow-up projects that staff have submitted to me by those deadlines I assigned.					
23. I post the times I am available for drop-in visitors.					
24. I inform others about the deadlines I set for myself.					
25. I use a formal system for keeping track of borrowed items.					
26. I keep things organized so that others can find them without interrupting to ask for directions.					

Are most of your answers to the 26 questions "rarely", "no", or "never"? If so don't despair--if you follow the steps outlined in this manual, your time-saving skills will increase dramatically. Even if most of your responses were "often" or "sometimes" and you did not have problems with Time Wasters (as indicated by your answers to the first part of this questionnaire), you may still pick up additional helpful suggestions from reading this manual and following our calendar system.

<u>Step Two:</u> <u>Identifying and priorizing goals</u>

One of the most critical steps in effective time management is to identify priority goals, and activities leading towards them. Actually writing out priority goals and the steps that lead to them constitutes the first step towards accomplishing those goals, and toward minimizing time spent on less important activities that seem to occupy many of us through much of a typical working day. To help you identify goals at work, we want you to perform the following exercises.

A. <u>Identifying goals</u>

1. <u>Briefly review your job description.</u> From your job description and/or from discussions with your supervisor, identify major work functions and priority activities and list them on the Work-Related Goals and Activities page. Don't bother estimating the time spent on them or their priority value at this point. When writing out major work functions and priority activities, be specific. For example, avoid general statements like, "responsibility for planning for and directing the department." Rather, identify specific activities with measurable results, such as, "preparing a quarterly financial statement for senior administration." At this point, don't bother to edit as you go. Simply put down all of the specific activities with measurable results that immediately occur to you as you read through your job description.

   Estimated time: 15 minutes

2. <u>Next, try to think of all of the major projects that have already been targeted, suggested, or initiated for your department and/or section during the next year.</u> As you think of projects, add them to the Work-Related Goals and Activities list. Once again, don't bother to priorize or estimate the time involved in working on them. Also, continue to be specific. An example would be, "preparing the program for the forthcoming School Conference."

   Estimated time: 10 minutes

3. <u>Next, think of potential projects that YOU would like to see happening in your department during the next year, and over which you have some influence or control</u> Examples might include: "Adapting the Institutional Staff Appraisal System to sui your department," or, "Formulating a written policy for staff overtime", or "Developing a monthly calendar of forthcoming staff-development events." As managers, you might think in terms of such areas as: policy communication to your staff; definition of job functions in a manner that results in performance consistent with those definitions; developing long-term objectives for your department; performance measurement and feedback for professional development of yourself and your staff; communicating or coordinating programs with other units or departments; and so forth.

   Estimated time: 10 minutes

4. <u>Now, consider your own personal development and long-term goals.</u> Think in terms o: your priorities and do not restrict yourself to just the next year. What are your self-development, educational, and career goals? These might include such things as obtaining a promotion, publishing some research, completing an educational program, becoming the Executive Director of the organization where you work, and so forth. Once again, add them to the work-related goals and activities list.

   Estimated time: 10 minutes

WORK-RELATED GOALS AND ACTIVITIES

Major work functions and priority activities | Priorities

_____

_____

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B. Refining and priorizing your work-related goals and activities

A maxim commonly cited in the time management literature is, "80% of the pay-off comes from 20% of the activities." Whether or not this maxim is true, there is absolutely no doubt that some activities have a much higher pay-off than others. If you tend to spend a lot of time on many trivial activities with little or no pay-off, and if you keep postponing important activities with a much higher pay-off, then there is probably room for improvement in your time management skills. Thus, priorizing your work-related activities is a critical step. With your Work-related Goals and Activities page in front of you, you should complete the following exercises.

1. Review each of the items on your list of "major work functions and priority activities" to determine if they are stated in terms of results. Modify them where appropriate. For example, you might state, "Develop and implement a checklist for assessing the efficiency of our departmental meetings," rather than "improve our departmental meetings."

2. Review each of the functions and activities once again to see if they are time related. If possible, identify and write in deadlines to accomplish each of the projects, or list specific frequencies for each of the activities (such as, "Chair departmental meetings each Friday afternoon," rather than, "Chair regular departmental meetings").

3. Now you are ready to start priorizing your work-related goals and activities.*

   (a) Review your list of functions, activities, and projects, and put an "A" in the "Priorities" column beside all of those that absolutely have to get done during the next year. These are your highest priority activities, either because of your own personal goals or because of the goals imposed by your supervisors.

   (b) Now review your list once again and identify those items that are very important and that you would like to accomplish during the next year and place a "B" beside those items.

   (c) Now review all of the remaining items. These should be items that are of lower priority. It would be nice if they occurred during the next year, but they could be postponed without any great loss. Alternatively, they may be routine items that you normally take care of, but that you could delegate to junior staff, either all or some of the time. Place a "C" beside those items.

   (d) Now review all of the activities one more time to see if you are satisfied with those in the "A", "B", and "C" categories. Juggle the items somewhat if you have changed your mind about their relative priorities. Now look at all of the "A" items and priorize them beginning with #1. For the moment, ignore the "B" and "C" items.

   (e) Now transfer all of your "A" items, in their priorized order, to the following page.

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*The "A-B-C" priorizing system was described by Lakein, A. How to Get Control of Your Time and Your Life, New York: Peter H. Wyden, 1973. (A Signet Paperback)

WORK-RELATED GOALS AND ACTIVITIES

Major work functions and priority activities   Priorities

_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
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Step Three: Task analyzing top-priority goals

The following exercise will show you how to achieve major objectives by analyzing them in terms of their constituent parts or sub-steps and allocating time for the completion of each sub-step. The purpose of a task analysis is to break down a top-priority goal or activity into the many pre-requisite and necessary activities or sub-steps that must occur to accomplish the task.

Select one of the A-rated top-priority goals you described in Step Two to be the final objective in your task analysis. The guidelines which follow will assist you in doing a task analysis of your final objective. Read each guideline and look at the example of a task analysis provided on page 12, then try to follow that guideline on the blank form provided on page 13.

A. Because you already have some working knowledge of your final objective, write out a rough description of it on page 13.

B. Take approximately ten minutes to write down all the sub-steps that you can think of that are required to accomplish the final objective; at this stage don't worry if the sub-steps are in logical sequence.

C. In order to improve on the results of Guidelines A and B, "brainstorm" them according to the following suggestions:

   i. Are there any specialists with whom you could talk, who might help you to more precisely define your final objective, or who might make recommendations for additional sub-steps that you could take in meeting that objective?

   ii. Can you think of any other people with whom you might talk who could help you to refine your final objective or who might recommend additional steps that you could take in meeting that objective?

   iii. Can you think of any additional literature sources or reading materials that might provide some hints for how to expand on the details of your final objective and/or suggestions for additional steps that you might add?

D. Now that you have brainstormed some additional sub-steps, re-examine the rough description of your final objective. Complete a refined description of this objective on page 13 to clearly specify the characteristics of the task.

E. It is now necessary to estimate, as precisely as possible, the specific time required for each of the sub-steps. Write that in the column beside each of the steps in your task analysis sheet.

F. Now, examine your preliminary list of sub-steps, as well as the possible additional sub-steps that have been generated from considering the above guidelines. It should be possible for you to accomplish those sub-steps in the periods of time that are usually available in your daily activities. In other words, if one of the sub-steps requires 10 hours to complete, then the sub-step should be further subdivided into a number of smaller sub-steps so that each requires no more than the amount of time that you can usually block off at a single sitting during a typical working day. This usually ranges from ½ hour to 2 hours for most managers. Examine each of the previous sub-steps to see if they should be further subdivided, and if so, subdivide them appropriately. Revise the estimated time to complete each sub-step if necessary.

G. Re-examine all of the above sub-steps in your task analysis, and number
    them in the order in which they should occur (see right-hand column on page
    13).

Now that you have completed the task analysis of a top-priority goal, you are
ready to enter the pre-requisite activities leading to the goal in a planning
calendar. Adopting a calendar system to accomplish high-priority objectives is
the topic of the next section, Step Four.

Additional blank task analysis forms are attached for you to use to task analyze
other top priority goals.

Form for task-analyzing top-priority objectives

An Example

1. Statement of the final objective:

Rough Description	Refined Description
Procedures to be followed in filling vacant positions at the MS Institution	To determine the sequence of pre-requisite activities required of the personnel officer in the hiring process of non-bulletined positions at the MS Institution

2. The task analysis:

Sub-Steps (in any sequence)	Estimated Time for Each Sub-step (Normally less than 2 Hrs.)	Sequence of Sub-Steps
- receipt of resignation and approval to fill position	10 mins.	1
- discuss details of selection board with dept. head	30 mins.	3
- forward applications to dept. head	15 mins.	5
- contact dept. head for eligibility list	10 mins.	2
- review applications on file and pre-screen	1-2 hrs.	4
- do reference checks	1-2 hrs.	6
- contact applicants for interviews	1 hr.	7
- selection board interviews	2 hrs.	9
- selection of persons to serve on board	1 hr.	10
- prepare board report	30 mins.	11
- draft letters of eligibility and rejection	1 hr.	12
- prepare selection board agenda	10 mins.	8
- documentation and orientation of candidate	30 mins.	13
- documentation to payroll dept.	15 mins.	14

Form for task-analyzing top-priority objectives

1. Statement of the final objective:

Rough Description | Refined Description

_____
_____
_____
_____
_____

2. The task analysis:

Sub-Steps (in any sequence)	Estimated Time for Each Sub-Step (Normally less than 2 Hrs.)	Sequence of Steps

<u>Form for task-analyzing top-priority objectives</u>

1. Statement of the final objective:

        <u>Rough Description</u>   <u>Refined Description</u>

        _____   _____
        _____   _____
        _____   _____
        _____   _____
        _____   _____

2. The task analysis:

<u>Sub-Steps (in any sequence)</u>	Estimated Time for Each Sub-Step (Normally less than 2 Hrs.)	Sequence of Steps

Form for task-analyzing top-priority objectives

1. Statement of the final objective:

Rough Description	Refined Description

2. The task analysis:

Sub-Steps (in any sequence)	Estimated Time for Each Sub-Step (Normally less than 2 Hrs.)	Sequence of Steps

Step Four: Adopting a time management calendar

The calendar system in the following pages will greatly assist you in managing your time most effectively. This system requires that you take about a half an hour at the start of each week to plan for the week, using our weekly overview calendar system. In addition to weekly planning, our system requires that you take approximately ten minutes each morning to plan for the day. Finally, the system includes a monthly overview page for you to keep track of important meetings or deadlines scheduled more than a month in advance. The guidelines are as follows:

At the start of each week

1. On the overview pages for the week, mark off all of the commitments related to work that cannot be changed. These would include meetings, time to be spent on externally-imposed projects, staff attendance sheets that must be completed and other work activities (such as dictating, phone calls, etc.) Remember schedule only those activities that must be completed. Be sure to check your monthly-overview page for any deadlines or meetings that had been previously recorded for that week.

2. If possible, reschedule meetings (and schedule new meetings) near the end of the day. People tend to "shoot the bull" less in meetings scheduled near quitting time. Meetings where you must be especially alert are exceptions.

3. Review each of the scheduled meetings to see if they can be more efficiently handled by telephone calls. If so, schedule the telephone calls and delete the meetings,

4. If you have a secretary who can screen telephone calls, schedule a time near the end of the morning and/or near the end of the afternoon to return all calls. If you don't have a secretary, keep a list of calls to be made, and make them all at one time. This decreases interruptions at other times of the day.

5. Now review your task analyses of your high priority goals from Steps Two and Three (see pp. 9 & 13), and write down, on a separate piece of paper, those sub-steps that are most important for you to work on during the next week.

6. Look at your overview pages for the week and block off a "quiet hour" (preferably during the morning) each day for you to work on the sub-steps of your high priority activities.

7. If you have a secretary, review your calendar with your secretary so that he/she will know about everything that you have scheduled thus far.

During the week

1. If another activity comes up that has to be done during the week or in a later week of that month, list it in the "activities" column for the appropriate day, but do not schedule it in a time slot until the day arrives.

2. If any activity and/or deadline is identified for any subsequent month, it should be recorded only on the appropriate one-page monthly planner for that month, and not on the daily planners. In this way you have a monthly overview on one page at the start of each month.

At the start of each day

1. At the start of each morning, review the scheduled activities for the day, and the activities listed in the "activities" column. Add any additional activities that you can think of for the day, including those that didn't get completed on the previous day. This might also include personal items that have to be completed (e.g., going to the bank to get money for the weekend).

2. Review your "activities" column and priorize those activities that have not yet been scheduled. Identify the most important activity and, in the column labelled "P", put a #1 beside it. Using additional numbers, continue to priorize the other activities.

3. For each of the activities that have been priorized, write in the "delegate to" column those that can be effectively delegated to one of your staff.

4. For each of the activities that have been priorized, estimate the time to complete those activities and write it in the "estimated time" column.

5. Beginning with your top priority activity, schedule the activities in your calendar in available time slots. When you run out of time in your time slots, forget about the remaining activities. If you have followed our system effectively, you are already taking care of your high priority activities, and the others can be postponed to another day.

6. For most people, it is wise to underschedule. Many people require at least an hour during the day of unscheduled time to take care of the daily "crises" that are impossible to postpone or avoid.

7. As you complete each activity during the day, stroke it off your list. This provides a clear visual presentation of the proportion of your scheduled activities that you are accomplishing.

1980

OCTOBER

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
A.M.				1	2	3	4
NOON							
P.M.							
EVE.							
A.M.	5	6	7	8	9	10	11
NOON							
P.M.							
EVE.							
A.M.	12	13	14	15	16	17	18
NOON							
P.M.							
EVE.							
A.M.	19	20	21	22	23	24	25
NOON							
P.M.							
EVE.							
A.M.	26	27	28	29	30	31	
NOON							
P.M.							
EVE.							

Sept. MONDAY 29 activities	Est. time	Delegate to	P	Sept. TUESDAY 30 activities	Est. time	Delegate to	P	Oct. WEDNESDAY 1 activities	Est. time	Delegate to	P

	MONDAY 29	TUESDAY 30	WEDNESDAY 1
8:00			
8:30			
9:00			
9:30			
10:00			
10:30			
11:00			
11:30			
12:00			
12:30			
1:00			
1:30			
2:00			
2:30			
3:00			
3:30			
4:00			
4:30			
5:00			
EVENING			

	Oct. THURSDAY 2 activities	Est. time	Delegate to	P	Oct. FRIDAY 3 activities	Est. time	Delegate to	P	Oct. SATURDAY 4 activities	Est. time	Delegate to	P
									8:00			
									9:00			
									10:00			
									11:00			
									12:00			
									1:00			
									2:00			
									3:00			
									4:00			
8:00									5:00			
8:30									6:00			
9:00									7:00			
9:30									8:00			
10:00									9:00			
10:30									10:00			
11:00									SUNDAY Oct 5 activities			
11:30												
12:00												
12:30												
1:00									8:00			
1:30									9:00			
2:00									10:00			
2:30									11:00			
3:00									12:00			
3:30									1:00			
4:00									2:00			
4:30									3:00			
5:00									4:00			
EVENING									5:00			
									6:00			
									7:00			
									8:00			
									9:00			
									10:00			

Step Five: Evaluating time savers and time wasters weekly

As we indicated in the Introduction, minimizing time wasters and maximizing time savers is an important component of effective time management. A time saver is anything that decreases a time waster. But what is a time waster? There are three broad classes of time wasters. First, many people would agree that a variety of behaviors that are more or less synonomous with "doing nothing" are time wasters. Examples include daydreaming, doodling while sitting in your office, sitting in the cafeteria drinking coffee and socializing for an hour at a time, and so forth. A second general class of time wasters are those that tend to be more or less synonomous with inefficiency. It is possible to appear to be constantly busy (and not wasting time according to the first class of time wasters), and yet to waste a lot of time. Examples include such things as having a disorganized desk or work area so that you spend much time searching for things, or switching often from one task to the next so that time is wasted familiarizing yourself with the previously unfinished tasks, or having a single file folder in which all of your correspondence and minutes from all of your meetings are inserted chronologically so that time is wasted searching through your file for information on a particular item that was inserted two or three weeks before, and so on.

Most persons recognize and agree on designating the first two classes of activities cited above as time wasters. The third class of time wasters is rarely recognized by individuals, and yet it is probably the most important potential class of time wasters when considered over your lifetime. The third way to waste time is to spend time working on lower rather than higher priority activities. Experts in time management have suggested that approximately 80% of one's payoffs are derived from approximately 20% of one's activities. Whether or not this is true, it is clear that some activities have a much higher payoff for you than others. It is also clear that many high payoffs are long delayed in that they occur only after a great deal of activity on your part. For example, a high salary, good job, prestige, and other things that go along with an important promotion are obtained only after many years of hard work. The thrill and glory of winning an Olympic Gold Medal occur only after many years of intensive practice by an athlete. If one decides that a goal with long term payoffs is really a high priority, then working on lower priority goals constitutes a time waster. For example, suppose you decide that implementing a Management By Objectives (MBO) approach in your department is a high priority goal with many potential long term benefits. Now, suppose further that you have four activities that you could perform during an afternoon: planning the steps for implementing an MBO program in your department over the next six months to a year, completing the staff schedule of holiday time with the first person starting holidays the following week, phoning other departmentheads to set up a meeting for the following week, reviewing your current budget estimates from your staff. If you have really decided that planning and implementing an MBO approach is your highest priority activity, then performing any of the other three activities before first doing some planning on MBO is wasting time. Of course, the other three activities are not time wasters like those in the first two broad classes cited above. The lower activities do have payoffs that are fairly immediate, and sooner or later those activities should be done. However, the payoffs for those activities are much lower in value. From this point of view, time management consists of a set of skills that increase the chances that one will perform activities leading to delayed but highly valued consequences, while decreasing the chances that one will perform lower priority activities that have more immediate although lower-valued consequences.

We have identified a variety of time management techniques that will help you perform high priority activities while maximizing your time savers. We have organized such items in the checklist on the next page and we encourage you to evaluate yourself each week.

Time savers checklist

Use this checklist to evaluate your time management behaviors during the past week. If you score some of the items in the "generally no" or "no" columns, then you have room for improvement.

Yes: on all opportunities
generally yes: on over half of the opportunities
generally no: on less than half of the opportunities
No: not at all

A. Personal time savers	yes	generally yes	generally no	no	not applicable
1. I prepared a written weekly plan at the beginning of the work week.					
2. I priorized and scheduled my daily activities each work day morning.					
3. I scheduled "quiet hours" during my "prime times" for each work day.					
4. I worked on the most important tasks first each day.					
5. I used my "prime times" to work on high priority tasks.					
6. I set reasonable deadlines for all important activities.					
7. I met the majority of my deadlines each day.					
8. I "grouped" my phone calls each day.					
9. I posted the times I was available for drop-in visitors.					
10. I dealt with routine paperwork once each day.					

B. Time savers involving myself and others					
1. I kept nonwork-related conversation to a reasonable amount during phone calls and when talking to drop-in visitors.					
2. When situations such as short-term "crises" or drop-in visitors pressured me to re-arrange my priorities, I was politely assertive about sticking to my schedule.					
3. I reviewed my daily objectives each morning with my key staff, and informed all staff immediately about job-related changes, objectives and priorities.					
4. When I delegated responsibilities, I indicated both the results desired and their deadlines.					
5. I delegated to my staff all work that was included in their job, while taking into account their own priorities.					
6. I allowed my staff to make all decisions that were part of their jobs, without subsequently over-ruling their decisions.					
7. I refused to let my staff shift work to me that should be done by them.					
8. I used the "Meetings Checklist" to evaluate all meetings.					

My worst time waster this past week was: _____

_____

To minimize this time waster next week I will: _____

_____

_____

_____

Oct. MONDAY 6 activities	Est. time	Delegate to	P	Oct. TUESDAY 7 activities	Est. time	Delegate to	P	Oct. WEDNESDAY 8 activities	Est. time	Delegate to	P

8:00			
8:30			
9:00			
9:30			
10:00			
10:30			
11:00			
11:30			
12:00			
12:30			
1:00			
1:30			
2:00			
2:30			
3:00			
3:30			
4:00			
4:30			
5:00			

EVENING

	Oct. THURSDAY 9 activities	Est. time	Delegate to	P	Oct. FRIDAY 10 activities	Est. time	Delegate to	P	Oct. SATURDAY 11 activities	Est. time	Delegate to	P
									8:00			
									9:00			
									10:00			
									11:00			
									12:00			
									1:00			
									2:00			
									3:00			
									4:00			
8:00									5:00			
8:30									6:00			
9:00									7:00			
9:30									8:00			
10:00									9:00			
10:30									10:00			
11:00									SUNDAY Oct. 12 activities			
11:30												
12:00												
12:30												
1:00									8:00			
1:30									9:00			
2:00									10:00			
2:30									11:00			
3:00									12:00			
3:30									1:00			
4:00									2:00			
4:30									3:00			
5:00									4:00			
E									5:00			
V									6:00			
E									7:00			
N									8:00			
I									9:00			
N												
G												

Time savers checklist

Use this checklist to evaluate your time management behaviors during the past week. If you score some of the items in the "generally no" or "no" columns, then you have room for improvement.

Yes: on all opportunities
generally yes: on over half of the opportunities
generally no: on less than half of the opportunities
No: not at all

		yes	generally yes	generally no	no	not applicable
A.	**Personal time savers**					
1.	I prepared a written weekly plan at the beginning of the work week.					
2.	I priorized and scheduled my daily activities each work day morning.					
3.	I scheduled "quiet hours" during my "prime times" for each work day.					
4.	I worked on the most important tasks first each day.					
5.	I used my "prime times" to work on high priority tasks.					
6.	I set reasonable deadlines for all important activities.					
7.	I met the majority of my deadlines each day.					
8.	I "grouped" my phone calls each day.					
9.	I posted the times I was available for drop-in visitors.					
10.	I dealt with routine paperwork once each day.					
B.	**Time savers involving myself and others**					
1.	I kept nonwork-related conversation to a reasonable amount during phone calls and when talking to drop-in visitors.					
2.	When situations such as short-term "crises" or drop-in visitors pressured me to re-arrange my priorities, I was politely assertive about sticking to my schedule.					
3.	I reviewed my daily objectives each morning with my key staff, and informed all staff immediately about job-related changes, objectives and priorities.					
4.	When I delegated responsibilities, I indicated both the results desired and their deadlines.					
5.	I delegated to my staff all work that was included in their job, while taking into account their own priorities.					
6.	I allowed my staff to make all decisions that were part of their jobs, without subsequently over-ruling their decisions.					
7.	I refused to let my staff shift work to me that should be done by them.					
8.	I used the "Meetings Checklist" to evaluate all meetings.					

My worst time waster this past week was: _____

_____

To minimize this time waster next week I will: _____

_____

_____

_____

Overscheduling: A common concern

If you have adopted our daily planning calendar system, you will encounter this
page at the end of your second week of carefully scheduled activities. That
means it is time to sit back and "take stock." How are you doing so far? If
you have followed our recommendations and if you review the past two weeks, we
predict that you will identify two things: (a) that you were able to accomplish
your top priority activities; and (b) that you have a number of activities left
over that you did not accomplish. One of the skills that you probably have not
yet developed is being reasonable in your expectations of how much you can do in
a day. However, we encourage you not to give up. It will probably require several
weeks of careful time management practice before you will be able to accurately
estimate how much you can do in a day, and how much time each of your activities
will require. The most important consideration is that you should accomplish
your highest priority activities. As you progress, you will become familiar with
your limits, and will eliminate many of those activities that are low priority
and/or unnecessary. You will also be able to better estimate the time each
activity takes, and, subsequently you will schedule your time in such a way
that you will accomplish more of those activities that you set out to do. Until
you do become familiar with your limitations, you are better to "underschedule"
and have "extra" time. As your time management skills develop, you will be able
to more accurately plan your time. You might then notice an actual increase in
the number of activities that can be accomplished in a day.

NOTES

Oct. MONDAY 13 activities	Est. time	Delegate to	P	Oct. TUESDAY 14 activities	Est. time	Delegate to	P	Oct. WEDNESDAY 15 activities	Est. time	Delegate to	P

8:00
8:30
9:00
9:30
10:00
10:30
11:00
11:30
12:00
12:30
1:00
1:30
2:00
2:30
3:00
3:30
4:00
4:30
5:00

E
V
E
N
I
N
G

	Oct. THURSDAY 16 activities	Est. time	Delegate to	P	Oct. FRIDAY 17 activities	Est. time	Delegate to	P	Oct. SATURDAY 18 activities	Est. time	Delegate to	P
									8:00			
									9:00			
									10:00			
									11:00			
									12:00			
									1:00			
									2:00			
									3:00			
									4:00			
8:00									5:00			
8:30									6:00			
9:00									7:00			
9:30									8:00			
10:00									9:00			
10:30									10:00			

SUNDAY Oct. 19 activities			

11:00			
11:30	8:00
12:00	9:00
12:30	10:00
1:00	11:00
1:30	12:00
2:00	1:00
2:30	2:00
3:00	3:00
3:30	4:00
4:00	5:00
4:30	6:00
5:00	7:00
EVENING	8:00
	9:00
	10:00

Time savers checklist

Use this checklist to evaluate your time management behaviors during the past week. If you score some of the items in the "generally no" or "no" columns, then you have room for improvement.

Yes: on all opportunities
generally yes: on over half of the opportunities
generally no: on less than half of the opportunities
No: not at all

	yes	generally yes	generally no	no	not applicable
A. Personal time savers					
1. I prepared a written weekly plan at the beginning of the work week.					
2. I priorized and scheduled my daily activities each work day morning.					
3. I scheduled "quiet hours" during my "prime times" for each work day.					
4. I worked on the most important tasks first each day.					
5. I used my "prime times" to work on high priority tasks.					
6. I set reasonable deadlines for all important activities.					
7. I met the majority of my deadlines each day.					
8. I "grouped" my phone calls each day.					
9. I posted the times I was available for drop-in visitors.					
10. I dealt with routine paperwork once each day.					
B. Time savers involving myself and others					
1. I kept nonwork-related conversation to a reasonable amount during phone calls and when talking to drop-in visitors.					
2. When situations such as short-term "crises" or drop-in visitors pressured me to re-arrange my priorities, I was politely assertive about sticking to my schedule.					
3. I reviewed my daily objectives each morning with my key staff, and informed all staff immediately about job-related changes, objectives and priorities.					
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5. I delegated to my staff all work that was included in their job, while taking into account their own priorities.					
6. I allowed my staff to make all decisions that were part of their jobs, without subsequently over-ruling their decisions.					
7. I refused to let my staff shift work to me that should be done by them.					
8. I used the "Meetings Checklist" to evaluate all meetings.					

My worst time waster this past week was: _____

_____

To minimize this time waster next week I will: _____

_____

_____

_____

Notes

	Oct. MONDAY 20 activities	Est. time	Delegate to	P	Oct. TUESDAY 21 activities	Est. time	Delegate to	P	Oct. WEDNESDAY 22 activities	Est. time	Delegate to	P
8:00												
8:30												
9:00												
9:30												
10:00												
10:30												
11:00												
11:30												
12:00												
12:30												
1:00												
1:30												
2:00												
2:30												
3:00												
3:30												
4:00												
4:30												
5:00												
EVENING												

Oct. THURSDAY 23 activities	Est. time	Delegate to	P	Oct. FRIDAY 24 activities	Est. time	Delegate to	P	Oct. SATURDAY 25 activities	Est. time	Delegate to	P
								8:00			
								9:00			
								10:00			
								11:00			
								12:00			
								1:00			
								2:00			
								3:00			
								4:00			

Time	THURSDAY 23	FRIDAY 24	SATURDAY 25 / SUNDAY Oct. 26
8:00			5:00
8:30			6:00
9:00			7:00
9:30			8:00
10:00			9:00
10:30			10:00
11:00			SUNDAY Oct. 26 activities
11:30			
12:00			
12:30			
1:00			8:00
1:30			9:00
2:00			10:00
2:30			11:00
3:00			12:00
3:30			1:00
4:00			2:00
4:30			3:00
5:00			4:00
EVENING			5:00
			6:00
			7:00
			8:00
			9:00
			10:00

Time savers checklist

Use this checklist to evaluate your time management behaviors during the past week. If you score some of the items in the "generally no" or "no" columns, then you have room for improvement.

Yes: on all opportunities
generally yes: on over half of the opportunities
generally no: on less than half of the opportunities
No: not at all

A. Personal time savers

	yes	generally yes	generally no	no	not
1. I prepared a written weekly plan at the beginning of the work week.					
2. I priorized and scheduled my daily activities each work day morning.					
3. I scheduled "quiet hours" during my "prime times" for each work day.					
4. I worked on the most important tasks first each day.					
5. I used my "prime times" to work on high priority tasks.					
6. I set reasonable deadlines for all important activities.					
7. I met the majority of my deadlines each day.					
8. I "grouped" my phone calls each day.					
9. I posted the times I was available for drop-in visitors.					
10. I dealt with routine paperwork once each day.					

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1. I kept nonwork-related conversation to a reasonable amount during phone calls and when talking to drop-in visitors.					
2. When situations such as short-term "crises" or drop-in visitors pressured me to re-arrange my priorities, I was politely assertive about sticking to my schedule.					
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7. I refused to let my staff shift work to me that should be done by them.					
8. I used the "Meetings Checklist" to evaluate all meetings.					

My worst time waster this past week was: _____

_____

To minimize this time waster next week I will: _____

_____

_____

_____

Notes

	Oct. MONDAY 27 activities	Est. time	Delegate to	P	Oct. TUESDAY 28 activities	Est. time	Delegate to	P	Oct. WEDNESDAY 29 activities	Est. time	Delegate to	P
8:00												
8:30												
9:00												
9:30												
10:00												
10:30												
11:00												
11:30												
12:00												
12:30												
1:00												
1:30												
2:00												
2:30												
3:00												
3:30												
4:00												
4:30												
5:00												
EVENING												

	Oct. THURSDAY 30 activities	Est. time	Delegate to	P	Oct. FRIDAY 31 activities	Est. time	Delegate to	P	Nov. SATURDAY 1 activities	Est. time	Delegate to	P
									8:00			
									9:00			
									10:00			
									11:00			
									12:00			
									1:00			
									2:00			
									3:00			
									4:00			
8:00									5:00			
8:30									6:00			
9:00									7:00			
9:30									8:00			
10:00									9:00			
10:30									10:00			
11:00									SUNDAY Nov. 2 activities			
11:30												
12:00												
12:30												
1:00									8:00			
1:30									9:00			
2:00									10:00			
2:30									11:00			
3:00									12:00			
3:30									1:00			
4:00									2:00			
4:30									3:00			
5:00									4:00			
E									5:00			
V									6:00			
E									7:00			
N									8:00			
I									9:00			
N									10:00			
G												

Time savers checklist

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My worst time waster this past week was: _____

_____

To minimize this time waster next week I will: _____

_____

_____

_____

1980   NOVEMBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
A.M. 2	3	4	5	6	7	8
NOON						
P.M.						
EVE.						
A.M. 9	10	11	12	13	14	15
NOON						
P.M.						
EVE.						
A.M. 16	17	18	19	20	21	22
NOON						
P.M.						
EVE.						
A.M. 23	24	25	26	27	28	29
NOON						
P.M.						
EVE.						
A.M. 30						
NOON						
P.M.						
EVE.						

Monthly review of my top-priority goals

Review your top-priority goals for the previous month, revise them if necessary, and add any new ones. Below, list five of your top-priority goals for the next month.

Goal 1. _____

_____

_____

Goal 2. _____

_____

_____

Goal 3. _____

_____

_____

Goal 4. _____

_____

_____

Goal 5. _____

_____

_____

Select your top-priority goal for the next month and do a task analysis of the goal according to the guidelines given in Step Three, p. 10.

Form for task-analyzing top-priority objectives

1. Statement of the final objective:

Rough Description | Refined Description

_____

2. The task analysis:

Sub-Steps (in any sequence)	Estimated Time for Each Sub-Step (Normally less than 2 Hrs.)	Sequence of Steps

Nov. MONDAY 3 activities	Est. time	Delegate to	P	Nov. TUESDAY 4 activities	Est. time	Delegate to	P	Nov. WEDNESDAY 5 activities	Est. time	Delegate to	P

8:00						
8:30						
9:00						
9:30						
10:00						
10:30						
11:00						
11:30						
12:00						
12:30						
1:00						
1:30						
2:00						
2:30						
3:00						
3:30						
4:00						
4:30						
5:00						

E
V
E
N
I
N
G

	Nov. THURSDAY 6 activities	Est. time	Delegate to	P	Nov. FRIDAY 7 activities	Est. time	Delegate to	P	Nov. SATURDAY 8 activities	Est. time	Delegate to
									8:00		
									9:00		
									10:00		
									11:00		
									12:00		
									1:00		
									2:00		
									3:00		
									4:00		
8:00									5:00		
8:30									6:00		
9:00									7:00		
9:30									8:00		
10:00									9:00		
10:30									10:00		
11:00									SUNDAY Nov. 9 activities		
11:30											
12:00											
12:30											
1:00									8:00		
1:30									9:00		
2:00									10:00		
2:30									11:00		
3:00									12:00		
3:30									1:00		
4:00									2:00		
4:30									3:00		
5:00									4:00		
E									5:00		
V									6:00		
E									7:00		
N									8:00		
I									9:00		
N									10:00		
G											

Time savers checklist

Use this checklist to evaluate your time management behaviors during the past week. If you score some of the items in the "generally no" or "no" columns, then you have room for improvement.

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My worst time waster this past week was: _____

_____

To minimize this time waster next week I will: _____

_____

_____

_____

Notes

	Nov. MONDAY 10 activities	Est. time	Delegate to	P	Nov. TUESDAY 11 activities	Est. time	Delegate to	P	Nov. WEDNESDAY 12 activities	Est. time	Delegate to	P
8:00												
8:30												
9:00												
9:30												
10:00												
10:30												
11:00												
11:30												
12:00												
12:30												
1:00												
1:30												
2:00												
2:30												
3:00												
3:30												
4:00												
4:30												
5:00												
EVENING												

	Nov. THURSDAY 13 activities	Est. time	Delegate to	P	Nov. FRIDAY 14 activities	Est. time	Delegate to	P	Nov. SATURDAY 15 activities	Est. time	Delegate to	
									8:00			
									9:00			
									10:00			
									11:00			
									12:00			
									1:00			
									2:00			
									3:00			
									4:00			
8:00									5:00			
8:30									6:00			
9:00									7:00			
9:30									8:00			
10:00									9:00			
10:30									10:00			
11:00									SUNDAY Nov. 16 activities			
11:30												
12:00												
12:30												
1:00									8:00			
1:30									9:00			
2:00									10:00			
2:30									11:00			
3:00									12:00			
3:30									1:00			
4:00									2:00			
4:30									3:00			
5:00									4:00			
E									5:00			
V									6:00			
E									7:00			
N									8:00			
I									9:00			
N									10:00			
G												

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My worst time waster this past week was: _____

_____

To minimize this time waster next week I will: _____

_____

_____

_____

Notes

	Nov. MONDAY 17 activities	Est. time	Delegate to	P	Nov. TUESDAY 18 activities	Est. time	Delegate to	P	Nov. WEDNESDAY 19 activities	Est. time	Delegate to	P
8:00												
8:30												
9:00												
9:30												
10:00												
10:30												
11:00												
11:30												
12:00												
12:30												
1:00												
1:30												
2:00												
2:30												
3:00												
3:30												
4:00												
4:30												
5:00												
EVENING												

	Nov. THURSDAY 20 activities	Est. time	Delegate to	P	Nov. FRIDAY 21 activities	Est. time	Delegate to	P	Nov. SATURDAY 22 activities	Est. time	Delegate to	P
									8:00			
									9:00			
									10:00			
									11:00			
									12:00			
									1:00			
									2:00			
									3:00			
									4:00			
8:00									5:00			
8:30									6:00			
9:00									7:00			
9:30									8:00			
10:00									9:00			
10:30									10:00			

SUNDAY Nov. 23 activities

	THURSDAY				FRIDAY				SUNDAY Nov. 23 activities	Est. time	Delegate to	P
11:00												
11:30												
12:00												
12:30												
1:00									8:00			
1:30									9:00			
2:00									10:00			
2:30									11:00			
3:00									12:00			
3:30									1:00			
4:00									2:00			
4:30									3:00			
5:00									4:00			
E									5:00			
V									6:00			
E									7:00			
N									8:00			
I									9:00			
N									10:00			
G												

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No: not at all

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	yes	generally yes	generally no	no	not applicable
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2. I priorized and scheduled my daily activities each work day morning.					
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8. I "grouped" my phone calls each day.					
9. I posted the times I was available for drop-in visitors.					
10. I dealt with routine paperwork once each day.					

B. Time savers involving myself and others

	yes	generally yes	generally no	no	not applicable
1. I kept nonwork-related conversation to a reasonable amount during phone calls and when talking to drop-in visitors.					
2. When situations such as short-term "crises" or drop-in visitors pressured me to re-arrange my priorities, I was politely assertive about sticking to my schedule.					
3. I reviewed my daily objectives each morning with my key staff, and informed all staff immediately about job-related changes, objectives and priorities.					
4. When I delegated responsibilities, I indicated both the results desired and their deadlines.					
5. I delegated to my staff all work that was included in their job, while taking into account their own priorities.					
6. I allowed my staff to make all decisions that were part of their jobs, without subsequently over-ruling their decisions.					
7. I refused to let my staff shift work to me that should be done by them.					
8. I used the "Meetings Checklist" to evaluate all meetings.					

My worst time waster this past week was: _____

_____

To minimize this time waster next week I will: _____

_____

_____

_____

Notes

	Nov. MONDAY 24 activities	Est. time	Delegate to	P	Nov. TUESDAY 25 activities	Est. time	Delegate to	P	Nov. WEDNESDAY 26 activities	Est. time	Delegate to	P
8:00												
8:30												
9:00												
9:30												
10:00												
10:30												
11:00												
11:30												
12:00												
12:30												
1:00												
1:30												
2:00												
2:30												
3:00												
3:30												
4:00												
4:30												
5:00												
EVENING												

	Nov. THURSDAY 27 activities	Est. time	Delegate to	P	Nov. FRIDAY 28 activities	Est. time	Delegate to	P	Nov. SATURDAY 29 activities	Est. time	Delegate to
									8:00		
									9:00		
									10:00		
									11:00		
									12:00		
									1:00		
									2:00		
									3:00		
									4:00		
8:00									5:00		
8:30									6:00		
9:00									7:00		
9:30									8:00		
10:00									9:00		
10:30									10:00		
11:00									SUNDAY Nov. 30 activities		
11:30											
12:00											
12:30											
1:00									8:00		
1:30									9:00		
2:00									10:00		
2:30									11:00		
3:00									12:00		
3:30									1:00		
4:00									2:00		
4:30									3:00		
5:00									4:00		
E									5:00		
V									6:00		
E									7:00		
N									8:00		
I									9:00		
N									10:00		
G											

Time savers checklist

Use this checklist to evaluate your time management behaviors during the past week. If you score some of the items in the "generally no" or "no" columns, then you have room for improvement.

Yes: on all opportunities
generally yes: on over half of the opportunities
generally no: on less than half of the opportunities
No: not at all

A. Personal time savers	yes	generally yes	generally no	no	not
1. I prepared a written weekly plan at the beginning of the work week.					
2. I priorized and scheduled my daily activities each work day morning.					
3. I scheduled "quiet hours" during my "prime times" for each work day.					
4. I worked on the most important tasks first each day.					
5. I used my "prime times" to work on high priority tasks.					
6. I set reasonable deadlines for all important activities.					
7. I met the majority of my deadlines each day.					
8. I "grouped" my phone calls each day.					
9. I posted the times I was available for drop-in visitors.					
10. I dealt with routine paperwork once each day.					
B. Time savers involving myself and others					
1. I kept nonwork-related conversation to a reasonable amount during phone calls and when talking to drop-in visitors.					
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7. I refused to let my staff shift work to me that should be done by them.					
8. I used the "Meetings Checklist" to evaluate all meetings.					

My worst time waster this past week was: _____

_____

To minimize this time waster next week I will: _____

_____

_____

_____

1980   DECEMBER   **1980**

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
A.M.	1	2	3	4	5	6
NOON P.M.						
EVE.						
A.M. 7	8	9	10	11	12	13
NOON P.M.						
EVE.						
A.M. 14	15	16	17	18	19	20
NOON P.M.						
EVE.						
A.M. 21	22	23	24	25	26	27
NOON P.M.						
EVE.						
A.M. 28	29	30	31			
NOON P.M.						
EVE.						

Monthly review of my top-priority goals

Review your top-priority goals for the previous month, revise them if necessary, and add any new ones. Below, list five of your top-priority goals for the next month.

Goal 1. _____

_____

_____

Goal 2. _____

_____

_____

Goal 3. _____

_____

_____

Goal 4. _____

_____

_____

Goal 5. _____

_____

_____

Select your top-priority goal for the next month and do a task analysis of the goal according to the guidelines given in Step Three, p. 10.

Form for task-analyzing top-priority objectives

1. Statement of the final objective:

Rough Description	Refined Description .

2. The task analysis:

Sub-Steps (in any sequence)	Estimated Time for Each Sub-Step (Normally less than 2 Hrs.)	Sequence of Steps

	Dec. MONDAY 1 activities	Est. time	Delegate to	P	Dec. TUESDAY 2 activities	Est. time	Delegate to	P	Dec. WEDNESDAY 3 activities	Est. time	Delegate to	P
8:00												
8:30												
9:00												
9:30												
10:00												
10:30												
11:00												
11:30												
12:00												
12:30												
1:00												
1:30												
2:00												
2:30												
3:00												
3:30												
4:00												
4:30												
5:00												
EVENING												

	Dec. THURSDAY 4 activities	Est. time	Delegate to	P	Dec. FRIDAY 5 activities	Est. time	Delegate to	P	Dec. SATURDAY 6 activities	Est. time	Delegate
									8:00		
									9:00		
									10:00		
									11:00		
									12:00		
									1:00		
									2:00		
									3:00		
									4:00		
8:00									5:00		
8:30									6:00		
9:00									7:00		
9:30									8:00		
10:00									9:00		
10:30									10:00		

		SUNDAY Dec. 7 activities		
11:00				
11:30				
12:00				
12:30				
1:00		8:00		
1:30		9:00		
2:00		10:00		
2:30		11:00		
3:00		12:00		
3:30		1:00		
4:00		2:00		
4:30		3:00		
5:00		4:00		
E		5:00		
V		6:00		
E		7:00		
N		8:00		
I		9:00		
N		10:00		
G				

Time savers checklist

Use this checklist to evaluate your time management behaviors during the past week. If you score some of the items in the "generally no" or "no" columns, then you have room for improvement.

Yes: on all opportunities
generally yes: on over half of the opportunities
generally no: on less than half of the opportunities
No: not at all

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8. I "grouped" my phone calls each day.					
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7. I refused to let my staff shift work to me that should be done by them.					
8. I used the "Meetings Checklist" to evaluate all meetings.					

My worst time waster this past week was: _____

_____

To minimize this time waster next week I will: _____

_____

_____

_____

Notes

113

	Dec. MONDAY 8 activities	Est. time	Delegate to	P	Dec. TUESDAY 9 activities	Est. time	Delegate to	P	Dec. WEDNESDAY 10 activities	Est. time	Delegate to	P
8:00												
8:30												
9:00												
9:30												
10:00												
10:30												
11:00												
11:30												
12:00												
12:30												
1:00												
1:30												
2:00												
2:30												
3:00												
3:30												
4:00												
4:30												
5:00												
EVENING												

	Dec. THURSDAY 11 activities	Est. time	Delegate to	P	Dec. FRIDAY 12 activities	Est. time	Delegate to	P	Dec. SATURDAY 13 activities	Est. time	Delegate
									8:00		
									9:00		
									10:00		
									11:00		
									12:00		
									1:00		
									2:00		
									3:00		
									4:00		
8:00									5:00		
8:30									6:00		
9:00									7:00		
9:30									8:00		
10:00									9:00		
10:30									10:00		
11:00									SUNDAY Dec. 14 activities		
11:30											
12:00											
12:30											
1:00									8:00		
1:30									9:00		
2:00									10:00		
2:30									11:00		
3:00									12:00		
3:30									1:00		
4:00									2:00		
4:30									3:00		
5:00									4:00		
E									5:00		
V									6:00		
E									7:00		
N									8:00		
I									9:00		
N									10:00		
G											

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_____

To minimize this time waster next week I will: _____

_____

_____

_____

Notes

	Dec. MONDAY 15 activities	Est. time	Delegate to	P	Dec. TUESDAY 16 activities	Est. time	Delegate to	P	Dec. WEDNESDAY 17 activities	Est. time	Delegate to	P
8:00												
8:30												
9:00												
9:30												
10:00												
10:30												
11:00												
11:30												
12:00												
12:30												
1:00												
1:30												
2:00												
2:30												
3:00												
3:30												
4:00												
4:30												
5:00												
EVENING												

	Dec. THURSDAY 18 activities	Est. time	Delegate to	P	Dec. FRIDAY 19 activities	Est. time	Delegate to	P	Dec. SATURDAY 20 activities	Est. time	Delegate to
									8:00		
									9:00		
									10:00		
									11:00		
									12:00		
									1:00		
									2:00		
									3:00		
									4:00		
8:00									5:00		
8:30									6:00		
9:00									7:00		
9:30									8:00		
10:00									9:00		
10:30									10:00		
11:00									SUNDAY Dec. 21 activities		
11:30											
12:00											
12:30											
1:00									8:00		
1:30									9:00		
2:00									10:00		
2:30									11:00		
3:00									12:00		
3:30									1:00		
4:00									2:00		
4:30									3:00		
5:00									4:00		
EVENING									5:00		
									6:00		
									7:00		
									8:00		
									9:00		
									10:00		

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My worst time waster this past week was: _____

_____

To minimize this time waster next week I will: _____

_____

_____

_____

Notes

	Dec. MONDAY 22 activities	Est. time	Delegate to	P	Dec. TUESDAY 23 activities	Est. time	Delegate to	P	Dec. WEDNESDAY 24 activities	Est. time	Delegate to	P
8:00												
8:30												
9:00												
9:30												
10:00												
10:30												
11:00												
11:30												
12:00												
12:30												
1:00												
1:30												
2:00												
2:30												
3:00												
3:30												
4:00												
4:30												
5:00												
E												
V												
E												
N												
I												
N												
G												

	Dec. THURSDAY 25 activities	Est. time	Delegate to	P	Dec. FRIDAY 26 activities	Est. time	Delegate to	P	Dec. SATURDAY 27 activities	Est. time	Delegate
									8:00		
									9:00		
									10:00		
									11:00		
									12:00		
									1:00		
									2:00		
									3:00		
									4:00		
8:00									5:00		
8:30									6:00		
9:00									7:00		
9:30									8:00		
10:00									9:00		
10:30									10:00		
11:00									SUNDAY Dec. 28 activities		
11:30											
12:00											
12:30											
1:00									8:00		
1:30									9:00		
2:00									10:00		
2:30									11:00		
3:00									12:00		
3:30									1:00		
4:00									2:00		
4:30									3:00		
5:00									4:00		
E									5:00		
V									6:00		
E									7:00		
N									8:00		
I									9:00		
N									10:00		
G											

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My worst time waster this past week was: _____

_____

To minimize this time waster next week I will: _____

_____

_____

_____

<u>Notes</u>

	Dec. MONDAY 29 activities	Est. time	Delegate to	P	Dec. TUESDAY 30 activities	Est. time	Delegate to	P	Dec. WEDNESDAY 31 activities	Est. time	Delegate to	P
8:00												
8:30												
9:00												
9:30												
10:00												
10:30												
11:00												
11:30												
12:00												
12:30												
1:00												
1:30												
2:00												
2:30												
3:00												
3:30												
4:00												
4:30												
5:00												
E												
V												
E												
N												
I												
N												
G												

	Jan. THURSDAY 1 activities	Est. time	Delegate to	P	Jan. FRIDAY 2 activities	Est. time	Delegate to	P	Jan. SATURDAY 3 activities	Est. time	Delegate to	P
									8:00			
									9:00			
									10:00			
									11:00			
									12:00			
									1:00			
									2:00			
									3:00			
									4:00			
8:00									5:00			
8:30									6:00			
9:00									7:00			
9:30									8:00			
10:00									9:00			
10:30									10:00			
11:00									SUNDAY Jan. 4 activities			
11:30												
12:00												
12:30												
1:00									8:00			
1:30									9:00			
2:00									10:00			
2:30									11:00			
3:00									12:00			
3:30									1:00			
4:00									2:00			
4:30									3:00			
5:00									4:00			
E									5:00			
V									6:00			
E									7:00			
N									8:00			
I									9:00			
N									10:00			
G												

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	yes	generally yes	generally no	no	not
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_____

To minimize this time waster next week I will: _____

_____

_____

_____

Notes

Notes

Delegating effectively

It has been suggested that "delegation is perhaps the greatest technique a manager has to develop capable subordinates, accomplish better results, and gain more time" (Douglass, 1978, pg. 62).* However, inappropriate delegation of authority and responsibility can lead to frequent interruptions, conflicting expectations, and much time wasted on both sides. The following guidelines are offered to help delegate effectively.

What to delegate? (Other than the items in the job descriptions of your staff.)

1. Compare your job responsibilities and priorities to those of your key staff. Areas of overlap are potential areas for delegation.

2. If an analysis of your job responsibilities indicates that your staff have been trained to do some of your jobs, delegate.

3. If your staff can be trained quickly and efficiently to assume some of your responsibilities, then train them and delegate those areas.

How to delegate

1. For the areas of responsibility that you wish to delegate, clearly identify the results, performance standards, and deadlines that you expect to be met. In other words, don't just delegate "busy work."

2. Review and identify resources and additional training that may be needed for your staff to carry out the responsibilities to be delegated to them.

3. When delegating to your staff, review with them guidelines for performing the job. However, show some confidence in their ability. Don't just say, "Do what I tell you."

Follow-up

1. Immediately follow-up,by the deadlines agreed upon, projects that staff have submitted to you.

2. Praise your staff for appropriately handling the delegated responsibilities.

Cautions

1. Be careful not to delegate only those jobs that neither you nor anyone else wants. Delegate challenging and rewarding tasks as well.

2. Be sure that you delegate responsibility and authority equally. If you make the common mistake of failing to delegate the authority that is implied by the responsibility, then your staff will likely waste time with frequent requests for additional information and approval.

3. Beware of "upward delegation." Oncken, Jr. and Wass** provided a lucid descriptio of how junior staff transfer problems that they face in the work setting to their supervisors. Be wary of staff who submit partially completed work on the assumpti that you will complete it for them. If the work is incomplete, return it to them with appropriate prompts for completing it.

4. Be sure to consider their priorities when you delegate. If, because of the responsibilities delegated, other work of your staff will not be done, then you should delegate only if the results expected are more important than that other wo

*Douglass, M.E. The time management workbook. Grandville, Michigan: The Time Management Center.

**Oncken, Jr., W. & Wass, D.L. Management time: Who's got the monkey? Harvard Business Review, Nov.-Dec., 1974, page 76.

Managing meetings effectively

A survey of managers from 14 countries, by time management consultant Alex Mackenzie, revealed that meetings were the third most frequently listed time waster. Regular use of the attached checklist* combined with changes in your meetings to increase the number of "Yes" answers, will greatly reduce your time that is wasted in meetings.

Select a recent meeting you attended or, if possible, one which you chaired. Put a check in the "yes" or "no" column opposite each statement, based on your observations about that particular meeting. If a particular item does not apply, indicate as: "not applicable." For example, item 4. would be scored "not applicable" if the meeting is an organizational meeting for a group and there were no previous meetings for which minutes might have been taken.

Please check one of the following: I chaired the meeting _____, I did not chair the meeting _____.

Date of Meeting: Day _____ Month _____ Year _____

	yes	gener- ally yes	gener- ally no	no
1. The meeting needed to take place in order to accomplish the business discussed.				
2. The purpose of the meeting was clear and was reviewed by the chairperson at the beginning of the meeting.				
3. Notice of the meeting was given at least two days in advance.				
4. Minutes of the previous meeting were at hand.				
5. I gave thought to my contributions before-hand and had written notes concerning my participation.				
6. There was a typed agenda for the meeting, or an agenda was agreed upon as the first order of business.				
7. A recorder was chosen to take notes to prepare minutes.				
8. Everybody present needed to be there.				
9. Most people attending had engaged in preparatory work.				
10. A maximum time was set for the meeting to end.				
11. A decision was made for at least one item of business.				
12. Deadlines for execution of decisions were set.				
13. It was clear who was to do what as a result of the meeting.				
14. Discussion was restricted to items on the agenda.				
15. All items on the agenda were dealt with in the time allotted for the meeting.				
16. The meeting terminated on time.				
17. The meeting was free of outside interruptions.				
18. The time of day of the meeting was well selected.				
19. Every individual attending needed to be there throughout the meeting.				
20. A record of the minutes was distributed within 48 hours after the meeting.				

NOTE: The more "yes" answers the better; the more "no" answers the more time is being wasted.

*The material in this checklist was adapted from: Davidson, J. Effective time management: A practical workbook. New York: Human Sciences Press, 1978.

Helpful hints for maintaining good time management practices over time

If you practice the time management guidelines presented in this manual, you will naturally obtain additional rewards and satisfaction from accomplishing a high percentage of your long term goals. However, like all good advice, it won't help unless you follow it. In order to increase your chances of maintaining good time management practices over time, we recommend that you practice the "Helpful Hints" listed below.

Organize your world to prompt and remind you to ·be a good time manager

1. Carry this booklet with you at all times. That will increase the chances that you will agree to meetings and commitments only after checking with your priorities and time schedule. It will also help to keep you in constant touch with your checklist of time wasters and time savers.

2. Tell others around you in the work environment about your time management practices. Encourage your staff to remind you to agree to commitments and meetings until after checking your time management calendar.

3. After completing your first checklist of your time savers and time wasters at the end of your first week of using this system, take that page from the manual and post it on the wall in a conspicuous place beside your desk at work. Point it out to others when they visit your office.

4. Each week, tell your secretary and/or other staff about your priority activities for that week. Ask them to remind you at the end of the week to inquire as to your progress.

5. Put a sign beside your telephone that reads, "No appointments without checking my time management calendar first."

6. Read at least one book a year on time management (see reference list on p. 75).

Arrange your world to provide rewards for your good time management practices

1. Tell your secretary and/or other staff to ask for lists of delegated tasks at the start of each work day. This should increase your rewards for delegating effectively.

2. Formally schedule a time once a week to review your time management with one other staff member. Ask that staff member to provide suggestions for improving your time management.

3. Schedule a meeting once a month to review and exchange good time management ideas with other staff in your organization.

4. Each time you complete a high priority major activity that you have scheduled and deadlined in your planning calendar, tell your boss about it.

5. At the end of each month, compare the results of your performance on your time saver checklist at the end of the last week of the month to your performance on the personal time management questionnaire at the start of this manual. When your monthly performance is much better than your original self-evaluation, tell your boss.

6. Arrange activities so that others will give you positive attention for talking about your time management practices. One of the best ways of doing this is to give talks on time management to groups of staff. The natural consequences of wanting to talk about something on which you are an expert will increase the chances that you will indeed show good expertise in the area of time management.

Notes

Time management techniques for professional and personal effectiveness:

A bibliography*

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Lakein, A. How to get control of your time and your life. New York: Peter H. Wyden, 1973. (A Signet paperback)

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Mackenzie, R.A. New time management methods for you and your staff. Chicago: The Dartnell Corporation, 1975.

Mager, R.F. Goal analysis. Belmont, CA: Fearon Publishers, Inc., 1972.

Williams, R.L., & Long, J.D. Toward a self-managed lifestyle, 2nd edition. Boston: Houghton-Mifflin, 1979.

*We recommend the books listed above for persons interested in additional discussions of strategies for improving one's time management skills in a variety of areas. A more detailed bibliography of books on time management was presented by Douglass (1978).

CALENDAR 1980

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
1 2 3 4 5 6	1 2 3 4	1	1 2 3 4 5
7 8 9 10 11 12 13	5 6 7 8 9 10 11	2 3 4 5 6 7 8	7 8 9 10 11 12 13
14 15 16 17 18 19 20	12 13 14 15 16 17 18	9 10 11 12 13 14 15	14 15 16 17 18 19 20
21 22 23 24 25 26 27	19 20 21 22 23 24 25	16 17 18 19 20 21 22	21 22 23 24 25 26 27
28 29 30	26 27 28 29 30 31	23 24 25 26 27 28 29 / 30	28 29 30 31

CALENDAR 1981

JANUARY	FEBRUARY	MARCH	APRIL
S M T W T F S	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3
1 2 3	8 9 10 11 12 13 14	8 9 10 11 12 13 14	5 6 7 8 9 10 11
4 5 6 7 8 9 10	15 16 17 18 19 20 21	15 16 17 18 19 20 21	12 13 14 15 16 17 18
11 12 13 14 15 16 17	22 23 24 25 26 27 28	22 23 24 25 26 27 28	19 20 21 22 23 24 25
18 19 20 21 22 23 24		29 30 31	26 27 28 29 30
25 26 27 28 29 30 31			

MAY	JUNE	JULY	AUGUST
1 2	1 2 3 4 5 6	1 2 3 4	1
3 4 5 6 7 8 9	7 8 9 10 11 12 13	5 6 7 8 9 10 11	2 3 4 5 6 7 8
10 11 12 13 14 15 16	14 15 16 17 18 19 20	12 13 14 15 16 17 18	9 10 11 12 13 14 15
17 18 19 20 21 22 23	21 22 23 24 25 26 27	19 20 21 22 23 24 25	16 17 18 19 20 21 22
24 25 26 27 28 29 30	28 29 30	26 27 28 29 30 31	23 24 25 26 27 28 29
31			30 31

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
1 2 3 4 5	1 2 3	1 2 3 4 5 6 7	1 2 3 4 5
6 7 8 9 10 11 12	4 5 6 7 8 9 10	8 9 10 11 12 13 14	6 7 8 9 10 11 12
13 14 15 16 17 18 19	11 12 13 14 15 16 17	15 16 17 18 19 20 21	13 14 15 16 17 18 19
20 21 22 23 24 25 26	18 19 20 21 22 23 24	22 23 24 25 26 27 28	20 21 22 23 24 25 26
27 28 29 30	25 26 27 28 29 30 31	29 30	27 28 29 30 31

CALENDAR 1982

JANUARY	FEBRUARY	MARCH	APRIL
S M T W T F S	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3
1 2	7 8 9 10 11 12 13	7 8 9 10 11 12 13	4 5 6 7 8 9 10
3 4 5 6 7 8 9	14 15 16 17 18 19 20	14 15 16 17 18 19 20	11 12 13 14 15 16 17
10 11 12 13 14 15 16	21 22 23 24 25 26 27	21 22 23 24 25 26 27	18 19 20 21 22 23 24
17 18 19 20 21 22 23	28	28 29 30 31	25 26 27 28 29 30
24 25 26 27 28 29 30			
31			

MAY	JUNE	JULY	AUGUST
1	1 2 3 4 5	1 2 3	1 2 3 4 5 6 7
2 3 4 5 6 7 8	6 7 8 9 10 11 12	4 5 6 7 8 9 10	8 9 10 11 12 13 14
9 10 11 12 13 14 15	13 14 15 16 17 18 19	11 12 13 14 15 16 17	15 16 17 18 19 20 21
16 17 18 19 20 21 22	20 21 22 23 24 25 26	18 19 20 21 22 23 24	22 23 24 25 26 27 28
23 24 25 26 27 28 29	27 28 29 30	25 26 27 28 29 30 31	29 30 31
30 31			

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
1 2 3 4	1 2	1 2 3 4 5 6	1 2 3 4
5 6 7 8 9 10 11	3 4 5 6 7 8 9	7 8 9 10 11 12 13	5 6 7 8 9 10 11
12 13 14 15 16 17 18	10 11 12 13 14 15 16	14 15 16 17 18 19 20	12 13 14 15 16 17 18
19 20 21 22 23 24 25	17 18 19 20 21 22 23	21 22 23 24 25 26 27	19 20 21 22 23 24 25
26 27 28 29 30	24 25 26 27 28 29 30	28 29 30	26 27 28 29 30 31
	31		

APPENDIX B

INSTRUCTIONS REGARDING "IMPORTANT RULES OF RESEARCH"

EXPERIMENT I

Instructions for Participants in the Time Management Workshop

As you will recall from the description of the course you previously received, an important aspect of the course is to evaluate its effectiveness in helping individuals improve their time management skills. In order to evaluate the effectiveness of the course itself, we are asking your assistance in ensuring the evaluation is as accurate as possible.

To do this, we request that you observe the following important rules of research:

- Please do not read or work ahead in the manual. Only work on each step during the class pertaining to each step, or unless you are requested to do some additional work on a step outside of class time.

- Please do not discuss any of the course contents or show any part of the manual to anyone other than those who are taking the course with you.

- Please do not reproduce any part of the manual as it is not intended for general distribution at this time.

Your cooperation in carrying out these requests will greatly assist in the assessment of the usefulness of the course.

We will advise you when the research has been completed. At that time you will be free to discuss with others all aspects of time management which have been presented in the course. In fact, we strongly encourage you to do so.

Thank you for your cooperation,

Garry Martin and Frank Kanel
Course Instructors

APPENDIX C

PERSONAL INTERVIEW

Date _____   Interview # _____

                                   Participant # _____

Time Management Personal Interview

Purpose and Content of the Interview

The purpose of the interview is to determine the extent of your present time management skills. During the interview I will ask you a number of questions, some of which will request some written information if it is available, and some which just request a verbal response. A few questions require a "yes" or a "no" answer, with the remainder of the questions asking for either an estimate of the frequency or an estimate of the proportion of available opportunities at which certain activities occur.

Prompts When Reliability Checker is Present

I would like to introduce (name of reliability checker). He (or she) is here to check the accuracy with which I record the responses you give to me. He (or she) will not take part in the interview itself, other than in this function. I will be asking all the interview questions.

Confidentiality of Information Obtained in the Interview

All information gathered in this interview (and time log) is strictly confidential. That is, in any analysis of this data, only your coded number will be used; no reference to your name or any identifying characteristics other than your coded number will be discussed or distributed in any manner. The data will be seen by Frank Hanel, Garry Martin, and several University of Manitoba students who will assist in data collection.

Prompts Regarding Time Constraints of Interview

As you know, we have scheduled approximately one hour in which to complete the interview. In order to be sure that all the items will be completed in that time, I may prompt you that the answer you have given is sufficient to answer the question, and we should go on to the next item.

Characteristics of Your Work Environment

In order to arrive at an accurate interpretation of your responses to questionnaire items, would you consent to answering the following questions?

1. (a) What is your present position title?
    (b) What was the title of the position you held previous to your promotion to your present position?
2. How long have you been in your present position?

3. How many employees do you supervise?

4. Do you have a secretary?

5. Does your secretary or anyone have an extension of your telephone on his or her desk or nearby?

6. Does your secretary or anyone handle your mail in terms of opening, screening, or sorting it, or does it go directly to you?

7. Do you have a "private" office? That is, is it separated from the general
    office area in such a way that you could close the door and have complete
    privacy? Do you share your office with someone else?

Prompts Prior to Part A Interview Items

The remaining questions ask you about your time management behaviors in
particular. I wish to stress there are no good or bad answers; no right or
wrong; no pass or fail; no comparison of your answers with anyone else. We
wish to find out what is the current level of your time management behavior
so that we can see if the Time Management course makes any difference.

Some of the questions will ask you to give an estimate of the frequency
at which certain activities occur, using the definitions in category A. (Each
of these were read aloud by the interviewer and explanations given if requested).

Some of the questions require that you estimate the proportion of avail-
able opportunities with which certain activities occur. (An example using an
item in the questionnaire was cited.) This will become clear as such questions
are asked. If not, I will explain or restate the questions for you.

I will prompt you whether to respond in category A or category B. Please
just give me the number which corresponds to your answer, because this is how
I will be scoring the items.

Use this prompt sheet when giving your answers. (Participants were
given a promt sheet listing the definitions of the Frequency Codes and
Proportions of Opportunities which they used to respond to questionnaire
items; see below.)

When estimating the frequencies and the proportions of available
opportunities, it is extremely important that you be as accurate as possible
in your responses. The results of the questionnaire will be used to evaluate
the extent to which the Time Management course has been of benefit for you.

Personal Interview Codes

1. DO and Q (located in the margin to the left of each questionnaire item)

   "DO" refers to "Direct Observation" items. These request the interviewee to provide written corroboration pertaining to interview items.

   "Q" refers to "Questionnaire" items. These request the interviewee to provide only verbal responses to interview items, with no substantiation necessary.

   The % symbol indicates that interviewees were prompted to respond in category B.

   Interviewees were prompted to respond in Category A for remaining items, unless a "yes" or "no" response was required.

2. Definition of the "frequency codes"

   Often   = one or more times per day

   Sometimes = one or more times per week, but not daily
                (one to four times per week)

   Rarely   = one or more times per month, but not weekly
                (one to three times per month)

   Never   = less than once per month

   n/a   = not applicable

Prompt Sheet Used by Interviewees When Responding to Questionnaire Items

A. Frequency Codes

1. = one or more times per day

2. = one or more times per week, but not daily
   (one to four times per week)

3. = one or more times per month, but not weekly
   (one to three times per month)

4. = less than once per month

5. = not applicable

B. Proportion of Opportunities

1. 76 - 100% (of all available opportunities)

2. 51 - 75%

3. 26 - 50%

4. 0 - 25%

5. not applicable

Part A: Personal Interview

	Often	Sometimes	Rarely	Never	n/a
	1	2	3	4	5

DO 1. Do you ever schedule your own work or time at the start of a work day? This would not include activities which have been previously scheduled, such as meetings, appointments, etc.

If you do, may I please see an example of the schedule?

_____

_____

_____

(a) Item found in first location ☐
(b) Searched more than one location ☐
(c) Could not locate item ☐

Q 2. When a problem is presented, do you ever examine more than one alternative to avoid choosing a less efficient solution?

%

_____

_____

DO 3. Do you check with your staff regarding their work-oriented priorities before delegating tasks to them?

If so, do you do this verbally ☐ or in written form ☐ ?
If in written form, may I see an example of this? _____

%

_____

(a) Item found in first location ☐
(b) Searched more than one location ☐
(c) Could not locate item ☐

Q 4. Of the total tasks you do, can you estimate the percentage of tasks which are the same tasks you did before promotion to your present job?

%

_____

Q 5. After an interruption do you usually start thinking of other things and have difficulty getting back to the task you were working on?

%

_____

_____

_____

	1	2	3	4	5
	Often	Sometimes	Rarely	Never	n/a

Q 6. Do you have one of your staff screen your incoming phone calls so that these interruptions are minimized?

_____

_____

_____

Q 7. Does paperwork (such as interdepartmental mail, "junk" mail, correspondence, etc.) tend to pile up, requiring you to go through it more than once to retrieve information?

_____

_____

Q 8. After finishing a task, do you ever spend time procrastinating and wondering "What should I do next?" _____

% _____

Q 9. In a typical day's activities, what percentage of time would you estimate is spent doing routine tasks relative to doing activities pertaining to long-term goals?

% _____

_____

DO 10. Do you have a formal system for keeping track of items borrowed from you? Yes ☐   No ☐

If so, may I see your system? _____

(a) Item found in first location   ☐
(b) Searched more than one location   ☐
(c) Could not locate item   ☐

Q 11. When you return from a trip or absence, is there a lot of work piled up that could have been done by your staff?

% _____

_____

_____

		1	2	3	4	5
		Often	Sometimes	Rarely	Never	n/a

DO 12. Do you ever post the times you are available for drop-in visitors? That is, do you post a list in a conspicuous place (such as on your office door) specifying the times that you have an open-door policy for people who have not previously arranged appointments with you?

If so, may I see an example of such posting? _____

_____

(a) Item found in first location   ☐
(b) Searched more than one location   ☐
(c) Could not locate item   ☐

Q 13. Do you ever use "prime time" to work on trivial tasks? "Prime time" is the portion of the day you work best such as before coffee break in the morning, or immediately following lunch, and so on.

%   _____

_____

Q 14. When one of your employees has nothing to do, do you immediately give him/her some of the task you're working on?

%   _____

_____

Q 15. Do you spend time doing things requested by others, in part because when they ask you for assistance you don't have anything planned for yourself to do ("planned" in the sense of having work scheduled at the time of the request)? _____

%   _____

Q 16. Do short-term "crises" usually disrupt your days? For example, are your days generally spent dealing with problems which are other people's priorities?

_____

_____

_____

	1	2	3	4	5
	Often	Sometimes	Rarely	Never	n/a

Q 17. Do you ever check to see that necessary information is available and prerequisite activities have been performed before starting a task? (For example, writing a report, employee evaluation, etc.)

%

Q 18. Do you take work home and/or work late at the office?

Q 19. Do you tackle tasks on the basis of importance and priority? That is, do you determine which tasks are important and deserve priority and work on them the majority of the time, rather than work on less important or trivial or routine tasks? (For interviewer, if "yes", prompt: What proportion of the tasks you do are tackled on the basis of importance and priority?)

%

Q 20. Do your employees ever shift work to you that should be done by them?

%

DO 21. Do you inform your staff regarding job-related changes, objectives, and priorities?

% If so, do you do this verbally ☐ or in written form ☐? If in written form, may I see an example of this?

(a) Item found in first location ☐
(b) Searched more than one location ☐
(c) Could not locate item ☐

Q 22. Do you find yourself doing tasks that should be done by your staff but for which they do not have the necessary skills? This would pertain to staff who have worked with you a reasonable amount of time.

		1	2	3	4	5
		Often	Sometimes	Rarely	Never	n/a

DO 23. Do you ever write our your day's activities and assign priorities to them?

If you do, may I please see an example of this?

(a) Item found in first location ☐
(b) Searched more than one location ☐
(c) Could not locate item ☐

DO 24. Do you have a list of specific activities that you should do for the next year or more? This does not refer to activities specified in your job description, for example, but to ones which you and/or your boss think should be done?

Yes ☐   No ☐

If so, may I please see the list? _____

_____

(a) Item found in first location ☐
(b) Searched more than one location ☐
(c) Could not locate item ☐

Q 25. Do you ever over-rule or reverse decisions made by your staff? _____

%   _____

Q 26. Have you ever done anything to reorganize your office in order to decrease distractions? For example, have you faced your desk away from other colleagues or employees, removed magazines and gadgets from your desk top, installed partitions, etc.?

No ☐ Yes ☐   Description: _____

_____

DO 27. Do you ever set your own deadlines, in writing, for your important activities other than meetings, appointments, etc.?

If so, may I see an example of deadlines you have set?

_____

(a) Item found in first location ☐
(b) Searched more than one location ☐
(c) Could not locate item ☐

	1	2	3	4	5
	Often	Sometimes	Rarely	Never	n/a

DO 28. Do you ever prepare a list of your outgoing phone calls to group them so you can make them all at one time?

If so, may I see an example of such a list? _____

(a) Item found in first location ☐
(b) Searched more than one location ☐
(c) Could not locate item ☐

DO 29. Do you inform others (staff, colleagues) regarding deadlines in writing for work completion that you set for yourself? (i.e., do you tell others about your own deadlines?)

If so, do you do this verbally ☐ or in written form ☐?
If in written form, may I see an example of this? _____

%

(Note for Scorer: If item 27 is scored "no", this item is scored "n/a".)

(a) Item found in first location ☐
(b) Searched more than one location ☐
(c) Could not locate item ☐

DO 30. Do you ever schedule a specific "quiet time" to work without interruptions? For example, do you schedule a portion of your time in which you are not available for phone calls, drop-in visitors, and other interrupting events?

If so, may I please see an example of a scheduled "quiet time"? _____

(a) Item found in first location ☐
(b) Searched more than one location ☐
(c) Could not locate item ☐

Q 31. Do your staff ever interrupt you to ask for assistance in locating files, items, etc.? _____

Q 32. Do you have work-related tasks available to work on when you find yourself in waiting situations or with 5 to 20 spare minutes? This would refer to situations outside your office, such as when you attend meetings, appointments, etc.

	1	2	3	4	5
	Often	Sometimes	Rarely	Never	n/a

DO 33. Do you ever plan and write out a schedule or your activities, other than meetings, appointments, etc., at the start of a work week? (Note: "Sometimes" is the best possible answer for this question.)

If so, may I please see an example of the schedule?

(a) Item found in first location ☐
(b) Searched more than one location ☐
(c) Could not locate item ☐

DO 34. When you delegate work to your staff, do you usually specify the outcome in terms of measurable results? For example, do you specify that you require "total department expenses for each quarter of the last three years", rather than requiring your staff to "work on the department's expenses report"?

%   If so, do you do this verbally ☐ or do you write out ☐ such delegation and expected results? If written out may I see an example of such delegation? _____

(a) Item found in first location ☐
(b) Searched more than one location ☐
(c) Could not locate item ☐

Q 35. Do you ever spend time reviewing your daily objectives and priorities with your secretary or key employees? _____

Q 36. Do your key people usually delegate tasks to their own staff?

If so, do they do this verbally ☐ or in written form ☐?

%

Q 37. Are you better organized than you were three months ago?

Answer Yes ☐ or No ☐ If "yes", can you identify what it is that has resulted in your being better organized?

		1	2	3	4	5
		Often	Sometimes	Rarely	Never	n/a

Q 38. What proportion of your interruptions (such as phone
calls or visitors) usually involve non-work related
conversation and socializing?

% _____

_____

Part B - Additional Observations During the Interview

1. Phone calls: Incoming (   )   Business (   )   Social (   )
                  Outgoing (   )   Business (   )   Social (   )

    Comments:

2. Drop-in visitors: Business (   )   Social (   )   Total Number of
                                                         Visitors: _____

    Comments:

3. Rate these features of the participant's office area on a five-point
    scale (1 = very disorganized; 5 = very organized):

                                    Circle One
    - desk   1 2 3 4 5 NA

    - filing cabinet   1 2 3 4 5 NA

    - book shelves   1 2 3 4 5 NA

    - tables   1 2 3 4 5 NA

    - other (specify)   1 2 3 4 5 NA

    Comments:

APPENDIX D

DAILY TIME LOG

Instructions for Completing your Daily Time Log

1. On those days that you have selected to keep a time log, begin your record when you arrive at work by entering your assigned number, the day, and the date in the appropriate spaces. Throughout the day, carry your clipboard and pen wherever you go. This includes coffee or lunch breaks, trips to other buildings, etc. If you do not regularly wear a wristwatch, please borrow one or ensure that you have some way of accurately determining the time throughout your work day.

2. At the end of every 15-minute interval briefly describe your main activity during that time in the "Major Activity" column. For example, this might include activities such as working on the departmental budget, writing up case reports, or having coffee.

3. During each 15-minute segment place a slash in the "Change of Activity" column everytime your major activity is disrupted. For example, if you are working on a report (your major activity) and you get up twice to sharpen your pencil during that time span, you would place two slashes (//) in the "Change of Activity" column. If your "change of activity" consists of short phone calls or drop-in visitors, indicate this in the appropriate column in addition to a slash in the "Change of Activity" column. If your "major activity" is attending a meeting, it is not necessary to record everytime you participate. This is considered part of the major activity. It is quite possible that you will be recording more "activity changes" than "major activities", so don't worry if you find this to be the case.

4. If your major activity consists of phone calls or visitors, this can be described simply by checking the appropriate column. Also, for these two activities, indicate whether the interaction was business or social. If it involved both, check both columns.

5. Finally, please don't show or discuss your time log with anyone else while you are participating in this program. For research purposes it is necessary that confidentiality be maintained.

DAILY TIME LOG   154

Name _____ Day _____ Date _____

Time	Major Activity	Change of Activity	Phone in	Phone out	Drop-in Visitors	Business	Social
6:45 - 7:00							
7:00 - 7:15							
7:15 - 7:30							
7:30 - 7:45							
7:45 - 8:00							
8:00 - 8:15							
8:15 - 8:30							
8:30 - 8:45							
8:45 - 9:00							
9:00 - 9:15							
9:15 - 9:30							
9:30 - 9:45							
9:45 - 10:00							
10:00 - 10:15							
10:15 - 10:30							
10:30 - 10:45							
10:45 - 11:00							
11:00 - 11:15							
11:15 - 11:30							
11:30 - 11:45							
11:45 - 12:00							
12:00 - 12:15							
12:15 - 12:30							
12:30 - 12:45							

Name _____ Day _____ Date _____

Time	Major Activity	Change of Activity	Phone		Drop-in Visitors	Busi-ness	Social
			in	out			
12:45 – 1:00							
1:00 – 1:15							
1:15 – 1:30							
1:30 – 1:45							
1:45 – 2:00							
2:00 – 2:15							
2:15 – 2:30							
2:30 – 2:45							
2:45 – 3:00							
3:00 – 3:15							
3:15 – 3:30							
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3:45 – 4:00							
4:00 – 4:15							
4:15 – 4:30							
4:30 – 4:45							
4:45 – 5:00							
5:00 – 5:15							
5:15 – 5:30							
5:30 – 5:45							
5:45 – 6:00							
6:00 – 6:15							
6:15 – 6:30							
6:30 – 6:45							

APPENDIX E

FOLLOW-UP QUESTIONNAIRE

Follow-Up Questionnaire

Participant # _____

Circle whether participant received: Manual or Lakein

1. (a) Since the previous interview, have you put into practice any time management procedures that have improved the effectiveness of your work or your personal life?

Work:

Personal Life:

   (b) How have these time management procedures made your work or personal life more effective?

Work:

Personal Life:

2. (a) What aspect of the Manual/Lakein material did you find most useful? Why?

   (b) What aspect of the Manual/Lakein material was not useful? Why?

3. Would you like to make any additional comments, criticisms, or suggestions regarding the time management course, for example, in the way the course was:

   (a) Structured (hour a day during eight consecutive days; reading and applying material on your own):

   (b) Taught (In-class groups only):

      - competence of instructor:

      - working through the material in class with some assistance from the instructor:

   (c) Other?

4. Do you have any comments regarding the interviews and time logs you completed?

Comments re: Interviews -

Comments re: Time Logs -

5. How relevant was the time management material for you, considering your work situation and/or personal preferences?

6. Have you ever been exposed to time management materials other than this course? for example:

	Courses/ Seminars	Films	Books	Articles	Other
Prior to course:					
After the course:					

For Manual/Lakein Minimal Contact Groups only:

1. How much ot the time management materials have you read to date?

Steps _____; Pages _____; Chapters _____;

% of material: 0 - 25, 26 - 50; 51 - 75, 76 - 100

Other _____

APPENDIX F

PERMISSION FORM

COLLEAGUE RATING SCALE

Information for Participants in the Time Management Course Re:
Rating of Time Management Behaviors in Participants

We are requesting your permission to approach two staff members, one who is responsible to you (one of your staff) and one who is your supervisor. If you give your consent, we will ask these individuals to rate and to give their opinions of your time management skills as a function of your completion of the Time Management Course. Attached is a copy of the Colleague Rating Scale for you to examine.

Yes, I consent to have my time management skills evaluated by one of my staff and one of my supervisors.

Signature of Participant _____

Name of the staff I designate to rate my time management behaviors

_____.

Name of the supervisor I designate to rate my time management behaviors

_____.

We ask that you not communicate with them concerning their evaluation of your time management skills. Also, to maintain the confidentiality of your colleagues' ratings of your time management skills, we will not be able to reveal their ratings to you. However, overall statistical averages of colleagues" ratings of participants in the Time Management Course will be available at the end of the study.

Thank you for your cooperation,

Garry Martin and Frank Hanel
Course Instructors

Name: _____

Rating for Participant # _____.

Colleague Rating Scale

Purpose of the Interview

As you know, your colleague _____ has just completed a time management course. The purpose of this interview is to determine the extent to which the time management course has been of benefit to your colleague. This interview will help us to assess the degree to which changes in your colleague's time management skills have become more apparent to individuals who work in close association with her/him.

Confidentiality of Information Obtained in the Interview

All information obtained in this interview is strictly confidential. Your colleague has identified you as a person who would be able to judge his/her current time management practices. However your responses in the interview will be held in strictest confidence and will not be revealed in any manner to your colleague. The raw data will be seen only by Garry Martin, Frank Hanel, and two students of the University of Manitoba who may assist in data collection.

Preliminary Information

1. What is your position title?

2. What is your formal working relationship with your colleague? For example, direct supervisor, secretary, etc.

3. How long have you been in your present position?

4. How long have you worked in association with your colleague?

5. What is the location of your working area with respect to your colleague's? For example:

   - do you share an office or working area; is your desk or office adjacent to your colleagues?

   - can you see your colleague's working area from your desk?

   - is your colleague's office located: - down the hall?
                                          - on a different floor?
                                          - in a different building?

Colleague Rating Scale

Comparing the effectiveness of your colleague during the <u>past two weeks</u> relative to his/her effectiveness before taking the time management course, how would you rate your colleague regarding the following items:

Part A

	Much Less Effective	Somewhat Less Effective	Slightly Less Effective	No Apparent Difference	Slightly More Effective	Somewhat More Effective	Much More Effective	Don't Know
	3	2	1	0	1	2	3	
1. Scheduling work or time at the start of a work day (other than activities that have been previously scheduled, such as meetings, appointments, etc.)								
2. Checking with staff regarding their work-oriented priorities before delegating tasks to them.								
3. Screening incoming phone calls so these interruptions are minimized.								
4. Working on long-term goals or top priority activities relative to working on routine trivial tasks.								
5. Delegating some of his/her work to staff when they have nothing to do.								
6. Extent to which your colleague controls short-term "crises" i.e. the degree to which days are spent dealing with problems which are other people's priorities.								
7. Getting work done within a work-day so that time is not spent working late at the office or at home.								
8. Informing staff regarding job-related changes, objectives, and priorities.								
9. Refusing to accept work from staff that should be done by them.								
10. Writing out daily activities.								
11. Keeps staff informed regarding deadlines your colleague set for him/herself.								
12. Reduces the number of times decisions by staff are over-ruled or reversed.								
13. Planning out a week's activities at the start of a work week.								
14. In delegating work to staff, your colleague specifies outcomes in terms of measurable results. For example, he/she specifies outcomes in very specific terms so the results could be easily determined, as opposed to a general or vague instruction regarding work on an activity.								

Part A - Continued

	Much Less Effective	Somewhat Less Effective	Slightly Less Effective	No Apparent Difference	Slightly More Effective	Somewhat More Effective	Much More Effective	Don't Know
	3	2	1	0	1	2	3	
15. Reviewing daily objectives and priorities with his/her secretary or key employees								
16. Planned unavailability - setting aside some time during the day when your colleague is not available for phone calls, drop-in visitors, and other interrupting events.								

<u>Colleague Rating Scale</u>

Please provide information regarding the following items. Please respond only to changes that have occurred in the <u>previous two weeks</u>, unless otherwise specified.

<u>Part B</u>

	Much Less Effective	Somewhat Less Effective	Slightly Less Effective	No Apparent Difference	Slightly More Effective	Somewhat More Effective	Much More Effective	Don't Know
	3	2	1	0	1	2	3	

1. In general, how would you rate your colleague's overall effectiveness in time management skills during the previous two weeks as compared to before he/she began the Time Management course?

2. Other than the items in Part A, can you identify any specific changes that have occurred with respect to your colleague during the past two weeks as compared to before he/she began the Time Management course?

   _____

   _____

   _____

   _____

   _____

3. Other that the items in Part A, can you identify any changes in your colleague's behavior that have directly affected you in the past two weeks (since your colleague completed the Time Management course)?

   _____

   _____

   _____

   _____

   _____

4. Can you identify any changes that have been made in your colleague's or staff's office area since your colleague completed the Time Management course?

   Changes to Colleague's Office Area: _____

   _____

   _____

   Changes to Staff's Office Area: _____

   _____

Part B - Continued

	Much Less Effective	Somewhat Less Effective	Slightly Less Effective	No Apparent Difference	Slightly More Effective	Somewhat More Effective	Much More Effective	Don't Know
	3	2	1	0	1	2	3	

5. Do you have any additional comments to make regarding your colleague since he/she completed the Time Management course?

_____

_____

_____

_____

_____

_____

APPENDIX G

FIGURE A

FIGURE B

FIGURE C

INDIVIDUAL PARTICIPANT DATA

EXPERIMENT I
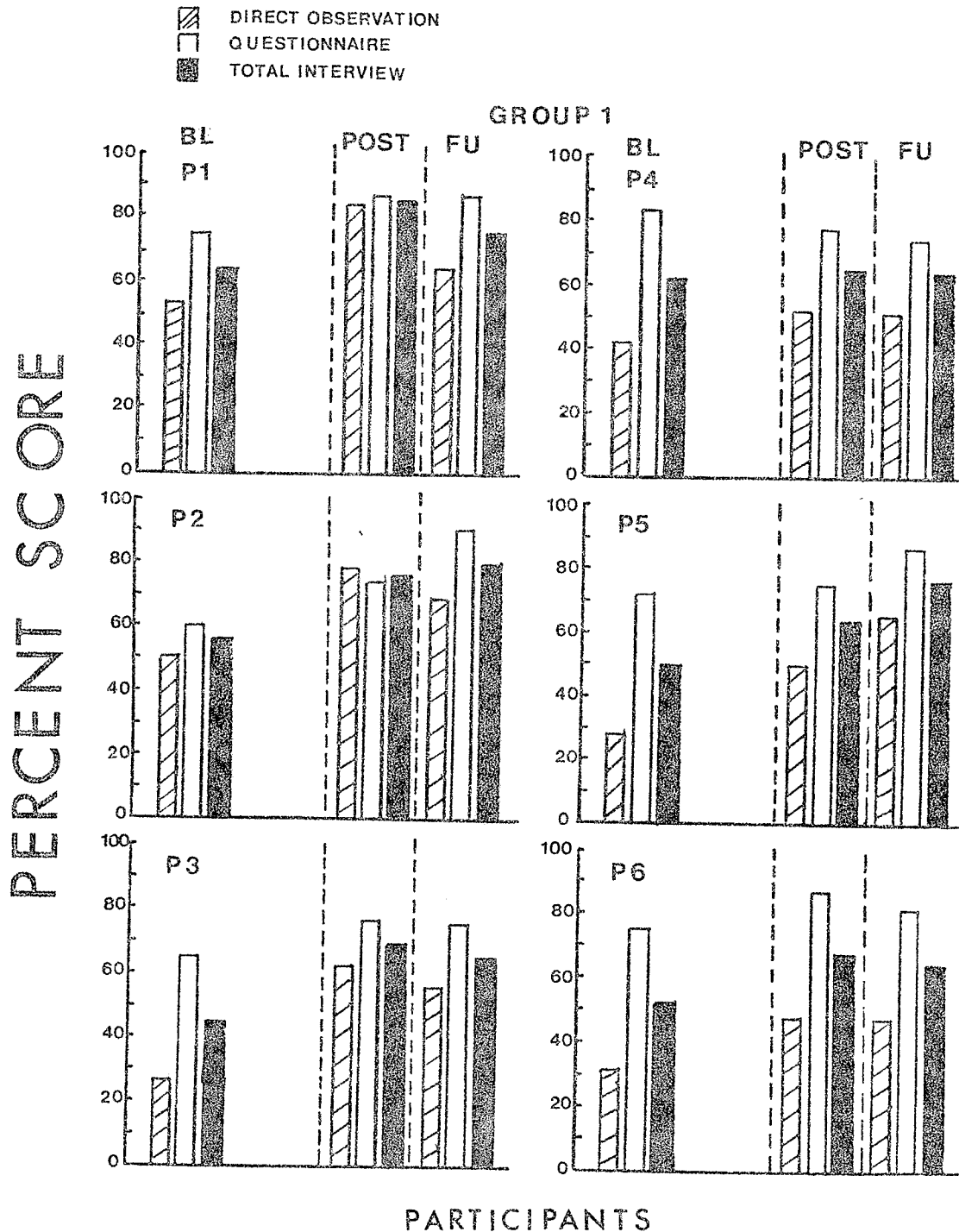
Figure A. Individual data for Group 1. Direct-observation scores include
combined questionnaire scores and associated corroboration
scores; questionnaire scores include those for which no
corroboration was requested; total interview scores include
combined direct-observation and questionnaire scores.
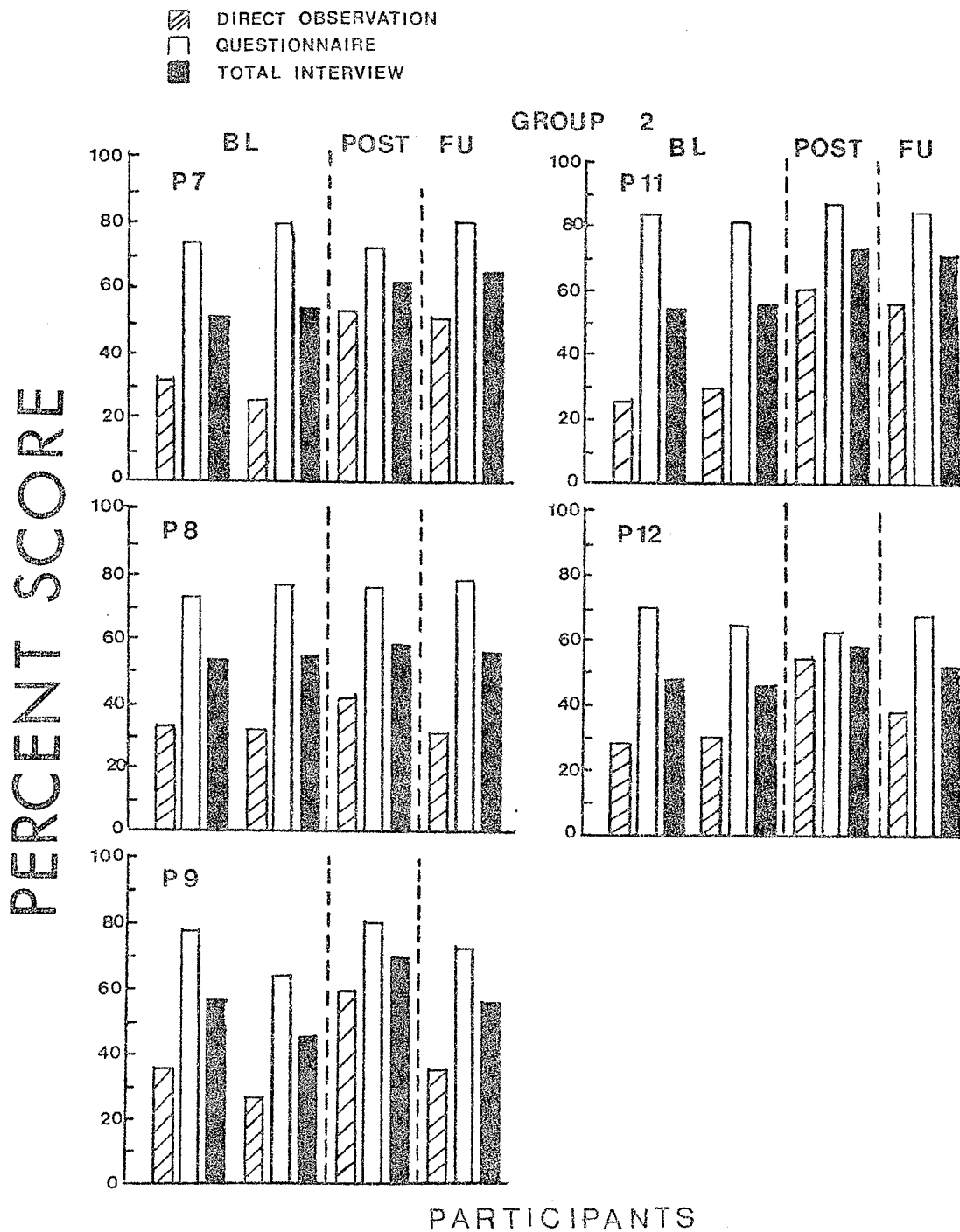
Figure B. Individual data for Group 2. Direct-observation scores include combined questionnaire scores and associated corroboration scores; questionnaire scores include those for which no corroboration was requested; total interview scores include combined direct-observation and questionnaire scores.
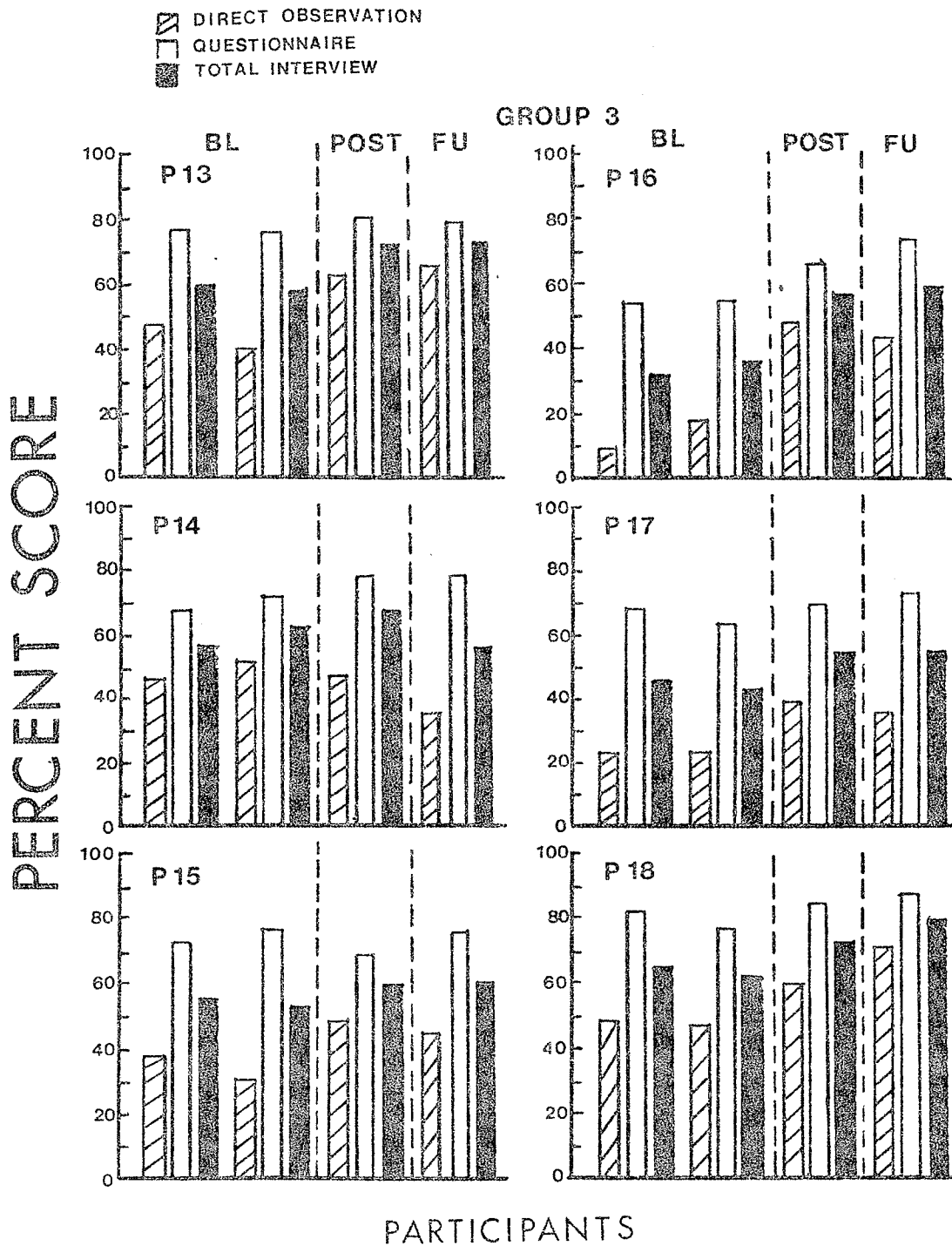
Figure C. Individual data for Group 3. Direct-observation scores include combined questionnaire scores and associated corroboration scores; questionnaire scores include those for which no corroboration was requested; total interview scores include combined direct-observation and questionnaire scores.

APPENDIX H

MEMO RE: ALTERNATIVE TIME

MANAGEMENT COURSE OFFERING

September 30, 1980

To: _____,

    We are pleased to inform you that you have been selected to take the Time Management course. We would like to offer you a version of the course other than the one proposed in the advertisement titled "Description of a Workshop on Time Management For Professional and Personal Effectiveness". The course will consist of written materials on time management techniques which we think will be of benefit to you. We will give you the materials in approximately three weeks and later contact you to determine how useful you found them. Also, if you wish, you may participate in the version of the course as first advertised which will be offered after Christmas.

                        Sincerely,

                    Garry Martin and Frank Hanel
                        Course Instructors

APPENDIX I

INSTRUCTIONS FOR WORKING THROUGH MANUAL AND BOOK

AND

"IMPORTANT RULES OF RESEARCH"

EXPERIMENT II

Instructions for Participants using "How to Get Control of

Your Time and Your Life"

A. Self-Instructed Time Management

As you are aware, we are presently researching the effectiveness of time management materials. In fact, we are offering several varieties of time management presentations and/or materials in order to determine which is the most effective.

The variety you will participate in will use Alan Lakein's book "How to Get Control of Your Time and Your Life". This popular book offers many suggestions for improvement of time management skills. We request that you read at least two chapters per day, which will allow you to finish the book during the next two weeks. During the third week, we hope you will apply everything you find personally relevant.

You will be contacted again in approximately three weeks from now for a second personal interview and will be requested to do another time log for one day.

Date material received: _____

Second Interview and Time Log: Week of _____

Instructions for Participants using "A Time Management Program

and Planning Calendar for Supervisors"

A. Self-Instructed Time Management

As you are aware, we are presently researching the effectiveness of time management materials. In fact, we are offering several varieties of time management presentations and/or materials in order to determine which is the most effective.

The variety you will participate in involves a planning calendar for supervisors developed by Garry Martin, Sandra Koop, and Frank Hanel. This manual presents a series of self-instructed assignments for you to work through. We have found that other participants could easily complete all the steps by working an hour per day, on the average, on the manual. This enabled them to complete the first five steps, and to review the guidelines for delegating effectively, managing meetings, and time management practices (eight steps in all) over eight working days. In other words, it requires approximately eight total hours to read through and implement all of the steps.

We request that you work through the manual during the next two weeks, and during the third week to continue to apply everything you find personally relevant.

You will be contacted again in approximately three weeks from now for a second personal interview and will be requested to do another time log for one day.

Date material received: _____

Second Interview and Time Log: Week of _____

B. Important Rules of Research

As you will recall from the description of the course you previously received, an important aspect of the course is to evaluate its effectiveness in helping individuals improve their time management skills. In order to evaluate the effectiveness of the course itself, we are asking your assistance in ensuring the evaluation is as accurate as possible.

To do this, we request that you observe the following important rules of research:

- Please do not discuss any of the course contents or show any
    of the course materials to anyone else.

- Please do not reproduce any part of the course materials as
    they are not intended for general distribution at this time.

Your cooperation in carrying out these requests will greatly assist in the assessment of the usefulness of the course.

We will advise you when the research has been completed. At that time you will be free to discuss with others all aspects of time management which have been presented in the course. In fact, we strongly encourage you to do so.

C. Second Course Offering

This research will enable us to determine which variation of the time management presentation has been the most effective, and that version will be offered again after Christmas. If you wish, you may again enroll at that time.

Thank you for your cooperation,

Garry Martin and Frank Hanel
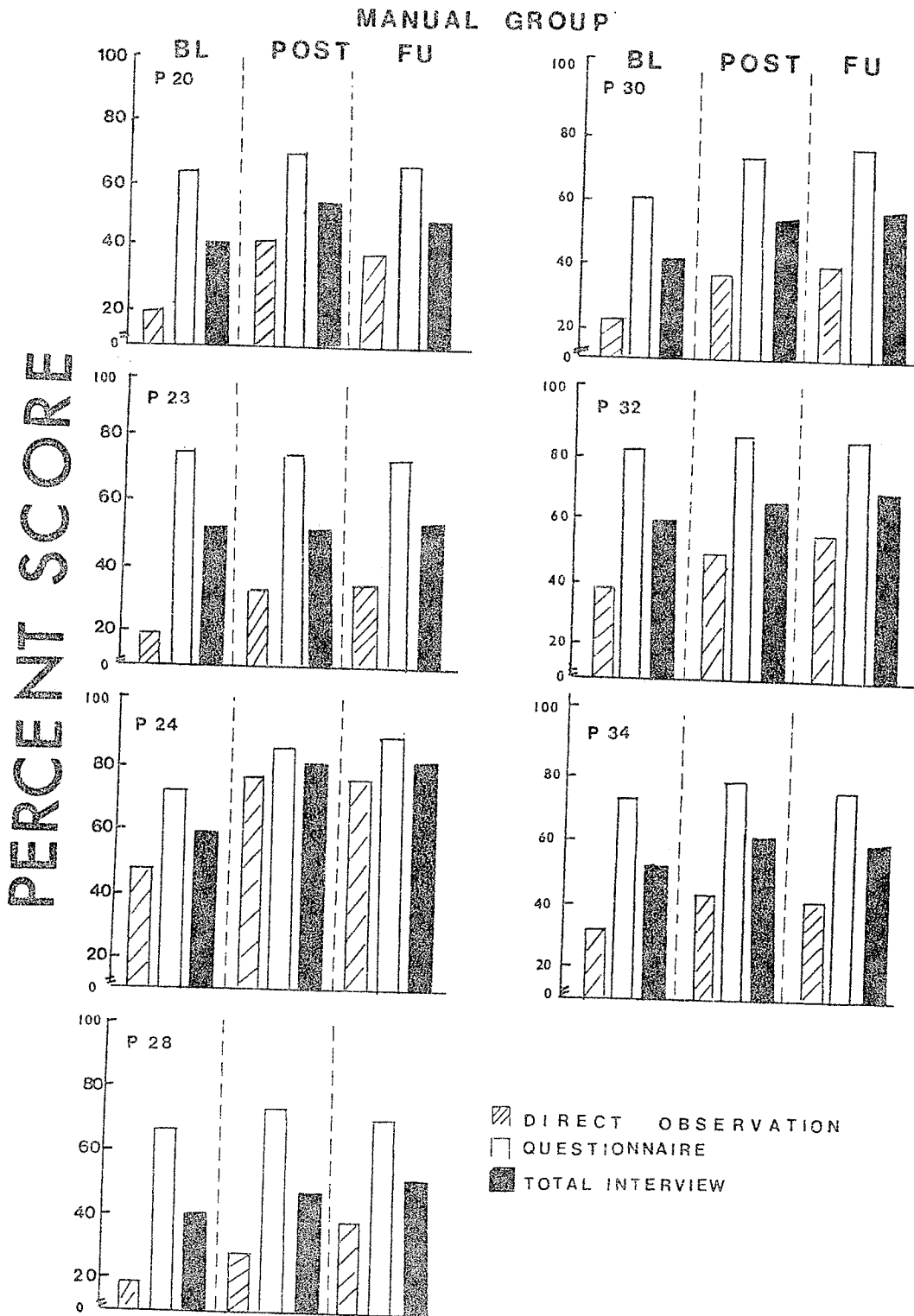   Course Administrators

APPENDIX J

FIGURE D
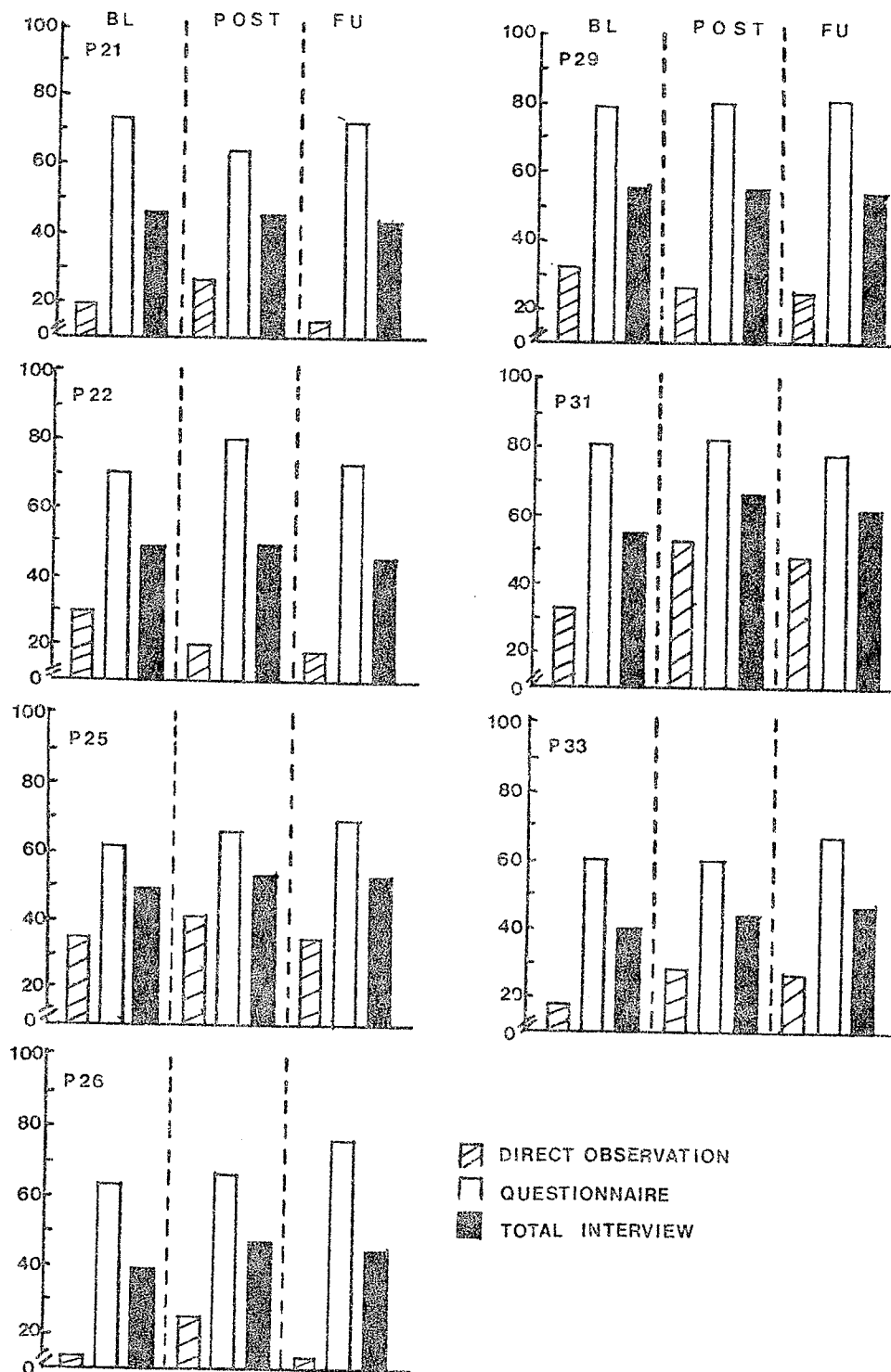
FIGURE E

INDIVIDUAL PARTICIPANT DATA

EXPERIMENT II

Figure D. Individual data for the Manual group. Direct-observation scores include combined questionnaire scores and associated corroboration scores; questionnaire scores include those for which no corroboration was requested; total interview scores include combined direct-observation and questionnaire scores.

Figure E.   Individual data for the Book group. Direct-observation scores
            include combined questionnaire scores and associated corrobo-
            ration scores; questionnaire scores include those for which
            no corroboration was requested; total interview scores in-
            clude combined direct-observation and questionnaire scores.